

# Online Education

2016-2017 Academic Catalog



Rosalind Franklin University of Medicine and Science and the College of Health Professions reserve the right to change, at any time and without notice, their requirements, regulations, course and program offerings, fees, charges, and other matters addressed in this catalog. RFUMS must reserve the right to modify or terminate programs described herein. However, modification of program requirements will not adversely affect those students already enrolled in a program, nor will termination of a program affect anything other than the closure of admission thereto.

v. August 1, 2016

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The policies in this catalog apply only to those students enrolled exclusively (not currently enrolled in another program at RFUMS) in an online education program. Students who are also enrolled in an on campus program and an online education program should consult the appropriate on-campus college/school catalog.

This catalog is published for the convenience of students at Rosalind Franklin University of Medicine and Science (RFUMS). Rosalind Franklin University reserves the right to make changes in any or all specifications contained herein and to apply such revision to registered and accepted students as well as to new admissions. No contractual rights between Rosalind Franklin University and any student are intended and none may be deemed to be created by issuance of this catalog.

It is the policy of Rosalind Franklin University of Medicine and Science not to discriminate on the basis of race, sex, sexual orientation, color, creed, religion, national origin, disability or age in admissions or employment or in any programs for activities. It is the university's intent to comply with applicable statutes and regulations, including Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 both prohibit discrimination against individuals with disabilities by mandating a provision of reasonable accommodations to make limitations to what services can be provided. It is the university's goal to assist students in developing their potential in light of what is feasible and reasonable under the law. Refer to the RFUMS Student Handbook for Educational Opportunity Policies and Procedures.

Rosalind Franklin University is not responsible for loss of or damage to a student's personal property on premises owned or operated by the university, regardless of cause.

Rosalind Franklin University of Medicine and Science, a private non-profit 501(c)3 institution, is a national leader in Interprofessional medical and healthcare education. The graduate-level health sciences university situated on an attractive 85-acre campus at 3333 Green Bay Road, North Chicago, Illinois 60064, telephone: 847-578-3000.

#### OFFICE OF ADMISSIONS

[www.rosalindfranklin.edu](http://www.rosalindfranklin.edu)

3333 Green Bay Road  
North Chicago, IL 60064  
847-578-3204

E-mail: [grad.admissions@rosalindfranklin.edu](mailto:grad.admissions@rosalindfranklin.edu)

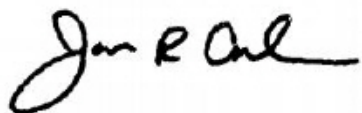
Dear Enrolled Student,

Welcome to the College of Health Professions at Rosalind Franklin University of Medicine and Science. We are delighted you are here! Within the pages of this academic catalog, you will find a wealth of information about our academic programs, including course descriptions, application procedures, financial assistance options, and much more.

An education at the College of Health Professions offers a personalized, innovative and integrated experience that is aimed at enabling the beginning or continuation of rewarding careers in health care. Whether you are interested in doctoral study or certificate programs, full-time or part-time enrollment, the College offers leading-edge curricula and research options that fit many ambitions and lifestyles. Several programs are offered fully online to provide busy adults with greater flexibility and convenience. In addition, I know that you will find our focus on interprofessionalism invaluable as you learn with and from individuals from a variety of disciplines all working to bring excellence in practice and leadership to health care.

Your interest in the College of Health Professions honors and inspires us. We hope your interest in our programs is the start of a fulfilling and successful future and we look forward to working together with you to help you achieve your goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Carlson", written over a light blue rectangular background.

James Carlson, PhD, MS, PA-C  
Dean

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## **ABOUT ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE**

### **HISTORY**

More than 100 years ago, three Chicagoans came together around a common vision: creating a medical school that would help open the profession to more people, including women, African Americans, and the working class. The Chicago Hospital-College of Medicine (later the Chicago Medical School) opened its doors in 1912.

In another part of the city that same year, Dr. William M. Scholl formed the team that founded the Illinois College of Chiropraxy and Orthopedics. Like the Chicago Hospital-College of Medicine, it was open and egalitarian; both schools rejected the limiting racial and ethnic quotas implemented by other schools and colleges at the time.

### **FIVE COLLEGES JOINED TOGETHER IN A SINGLE PURPOSE**

Today, both colleges—along with the College of Health Professions (1970), the College of Pharmacy (2011), and the School of Graduate and Postdoctoral Studies (1968)—comprise Rosalind Franklin University. We're a cohesive learning institution, bringing together over 30 graduate health and science profession programs around a single purpose: improving the health and wellbeing of all.

Our long history of advocating for diversity and inclusion has continued to shape the University in a variety of ways today, from the diverse nature of our community to the many student organizations that support and celebrate that diversity. In 2004, the renaming of the University in honor of Dr. Rosalind Franklin made us the first medical institution in the US to recognize a female scientist through an honorary namesake.

### **INTERPROFESSIONAL GLOBAL, AND INNOVATIVE IN A CHANGING FIELD**

In 2013, the DeWitt C. Baldwin [Institute for Interprofessional Education](#), which now includes our [Office of Global Health](#), was established at RFU. That same year, four Chicago Medical School students also initiated the [Interprofessional Community Clinic](#). These approaches to providing care demonstrate the heart of who we are today: an institution focused on preparing diverse teams of health providers to care for increasingly diverse populations, in the U.S. and around the world.

As we look ahead, our singular focus on improving the health of the population, our outstanding facilities and faculty, and our [Interprofessional](#) approach allow us to be agile and innovative, successfully preparing students to step into a rapidly changing field and lead the way.

### **HISTORY OF ONLINE PROGRAMS AT RFUMS**

The online education programs extend the institution's role and mission, each being a graduate level program devoted to advancing competencies of health professionals. Initially, the university offered two programs through correspondence education, one in Nutrition and the other in Healthcare Risk Management. The latter program's name changed to Healthcare Administration to better describe the program.

Both programs developed as a result of student's interest in an off-campus delivery format. The new non-traditional programs were offered using the same course materials, the same assignments and exams, and following the same course sequence as followed by on-campus students. Course assignments and exams were submitted by U.S. mail or fax. On-campus attendance was required for only three days at the end of each quarter. This option grew in popularity and in 1994 when students only expressed interest in the non-traditional programs; no additional students were enrolled into the on-campus programs.

As technology improved and became more readily available, the two programs were converted to online education formats in 1999. The success of these two online programs, as measured by student satisfaction and learning outcomes measures, was integral to the university's decision to offer more programs in the online format. Subsequently, other programs were implemented in a predominantly online format including the transition Doctor of Physical Therapy in 2001, the DSc/PhD in Interprofessional Studies in 2008, the Master of Science and Certificate in Health Professions Education in 2009 and the Master of Science in Health Promotion, and Wellness in 2014.

## **MISSION**

To serve the population through the interprofessional education of health and biomedical professionals and the discovery of knowledge dedicated to improving the health of its people.

## **VISION**

To achieve national recognition as the premier interprofessional health sciences university.

## **ACCREDITATION**

Rosalind Franklin University of Medicine and Science receives its degree-granting authority from the Illinois Board of Higher Education and is accredited by the Higher Learning Commission.

Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
[800.621.7440](tel:800.621.7440)

Please visit the [university Accreditation webpage](#) to find additional accreditation information by clicking on the Higher Learning Commission Mark of Affiliation (icon).

## **LICENSURE**

Rosalind Franklin University of Medicine and Science is recognized as a private college by the Illinois Board of Higher Education and authorized to grant Masters and Doctorate degrees.

Rosalind Franklin University of Medicine is authorized by the Indiana Board for Proprietary Education, 101 W. Ohio Street, Suite 670, Indianapolis, IN 46204-1984.

Rosalind Franklin University is authorized to offer educational programs and award degrees and diplomas in the State of Wisconsin by the Educational Approval Board, 201 West Washington Avenue, 3<sup>rd</sup> Floor, Madison, WI 53708. (608) 266-1996.

## **FACILITIES**

The campus of Rosalind Franklin University of Medicine and Science is located at 3333 Green Bay Road, North Chicago, IL 60064. The university is located in the Chicago-Milwaukee corridor, with access to downtown Chicago, Milwaukee, and their surrounding suburbs by car or public transportation. University students enjoy an environment rich in cultural and leisure activities, with neighboring northern Illinois and southern Wisconsin communities that boast award-winning restaurants, museums, scenic landscapes, and more.

## **LIBRARY**

The Boxer Library at Rosalind Franklin University of Medicine and Science is a state-of-the-art research library for the health science professions, with print and electronic collections providing

access to many of the world's leading biomedical journals, textbooks, eBooks and major medical information databases.

Of paramount importance are the library's electronic holdings and services, fully available off-campus. Highlights include:

1. Over 2,500 eBooks.
2. Over 3,000 leading biomedical journals, 425 through direct electronic journal subscriptions, with thousands more accessible through consortia agreements.
3. 17 unique electronic databases, including:
  - a. **ACCESSMEDICINE**  
Provides links to electronic textbooks (eBooks).
  - b. **CLINICALPHARMACOLOGY**  
Reference and point-of-care drug information.
  - c. **ACCESS PHARMACY**  
Allows students to select a core curriculum topic, browse by organ system, review textbooks, and search across leading pharmacy online references. Includes case studies, care plans, self-assessment and NAPLEX review.
  - d. **CINAHL PLUS WITH FULL TEXT**  
Provides full text access to hundreds of nursing and allied health journals indexed in the Cumulative Index to Nursing and Allied Health Literature.
  - e. **CLINICALKEY W/FIRST CONSULT**  
Combines in-depth content of Elsevier books, journals, and review articles with evidence-based point-of-care content. Also contains Procedures Consult, an online training and reference solution for the clinical setting. The following topic areas are available: Anesthesia, Emergency Medicine, Internal Medicine, and Training Physicians.
  - f. **COCHRANE LIBRARY**  
Collection of databases that contain different types of high quality in-depth evidence to assist in healthcare decision making.
  - g. **ARTICLE SEARCH ENGINE**  
Performs an integrated search of our electronic full-text journal holdings by topic.
  - h. **ISABEL PRO**  
Web-based diagnosis and decision support system that provides search results from various resources.
  - i. **PUBMED**  
Searches the Medline database (journal citation database of the National Library of Medicine) for journal articles on a specific topic.

### **RFUMS SPIRIT STORE**

The Matthews RFUMS Bookstore serves the students, faculty and staff of Rosalind Franklin University of Medicine and Science. The bookstore supports the overall academic mission of Rosalind Franklin University by carrying all assigned textbooks, a broad range of review materials, and all required medical equipment and clothing. Students can purchase course materials from the vendor of their choice. Rosalind Franklin University does not require students to purchase textbooks or course materials from the university bookstore.

### **STUDENT RIGHT TO KNOW AND CAMPUS SECURITY ACT**

Section 103 of the Student Right-to-Know and Campus Security Act of 1990 as amended by the Higher Education Technical Amendments of 1991 requires public disclosure of relevant graduation and transfer rate information for students enrolled in colleges and universities receiving federal financial assistance. Student Right-To-Know (SRTK) is a consumer

information report designed for public access to relevant graduation and transfer information to enable students to make informed decisions regarding college choice.

## **ADMISSIONS**

### **ADMISSIONS POLICIES**

To fulfill the mission of Rosalind Franklin University of Medicine and Science (RFUMS), the admissions policies are designed to ensure that our selection process matriculates a class made up of individuals capable of meeting the needs of current and future patients and advancing scientific research that will shape the future of healthcare. The training of a healthcare professional should provide them with the ability to make appropriate diagnostic and treatment decisions in a manner that understands and respects a patient's cultural, financial and social background. The training of exceptional biomedical scientists should be highly research-based and collaborative to provide students with the foundation necessary to contribute to the advancement of biomedical sciences.

The university recognizes that an educational experience that fulfills these goals must extend beyond formal education to include the cultural environment provided by their fellow students. Applicants will be evaluated not only for educational potential, but with the aim of providing diverse educational experience for other members of the class. The diversity that is sought in the student body should include gender, geography, racial or national origin, cultural identity, foreign language skills, life experiences, and other unique abilities and qualities.

Every successful applicant is expected to embody a set of core attributes.

- 1) Intellectual capacity. This is assessed using the undergraduate grade point average, the combined undergraduate science and mathematics grade point average and standardized test scores. The grade evaluation includes the quality of the undergraduate institution, the difficulty of the course load, and the trend of grades.
- 2) Dedication to healthcare, science, and service. Assessment can include documented interest in healthcare, knowledge of current healthcare problems and issues, healthcare- or service-related employment, participation in community and school service activities.
- 3) Communication skills. Strong communication skills as provided by the written application and testimony of references and, in particular, as demonstrated during the interview process are essential attributes for a successful applicant.
- 4) Integrity. All applicants are expected to have demonstrated adherence to ethical principles in their past experiences and in the application process.

Many of the applicants will have past experiences, knowledge, and characteristics that can contribute to both the educational experience of their classmates and to the practice of health professions. The following is a summary of those attributes that can build a diverse class that enhances the educational experience of the class and provide for quality patient care in the future.

- 1) Geographic diversity. An appropriate mix of students from the local area, the nation, and from other countries will be sought. The mix will include as well those who may indicate a desire to serve in populations of underserved, such as inner city residents, the financially disadvantaged, minority populations, or the uninsured.
- 2) Race and ethnicity. Applicants from groups underrepresented in healthcare and science will provide opportunities for all students to benefit from interactions with peers with diverse experiences, personal characteristics, and backgrounds.
- 3) Life experiences. A career in healthcare and biomedical research requires interaction with a diverse population of patients and professionals. As such, we seek out students with a wide variety of racial, ethnic and cultural backgrounds. Experiences with other

ethnicities and cultures are considered valuable, such as study abroad, involvement with multicultural organizations, or other unique life experiences.

- 4) Educational background. Applicants with degree majors outside of the sciences also provide the potential for contributing to the educational experience of the class and to future interaction with individuals with diverse backgrounds. Knowledge of a second language, particularly Spanish, is considered a valuable attribute for the future practice of health sciences. Finally, applicants who present with graduate degrees, such as J.D., Masters in Public Health, Ph.D. etc, have additional skills and experiences that will be valuable both to classmates and to future colleagues.
- 5) Leadership. Any healthcare professional could assume the role of leader of a healthcare or research team. In addition, good leaders while in school can contribute to their community of classmates and to the university. Previous leadership experience as documented in the application and supporting documents will be considered in assessing leadership.
- 6) Research experience. A meaningful research experience can provide an additional perspective to the field of health science and provide analytical tools for possible future research activities.

The above policy is not intended to be an exhaustive list of the many attributes, factors, and conditions that are considered in the admissions process. Every applicant is evaluated individually.

## **ADMISSION**

Prospective students are invited to discuss their educational goals with the department before applying. This section of the catalog describes only the general procedures for admission to the Online Education Programs. In addition, each department has specific minimum requirements for admission; prospective applicants are urged to review these requirements in the individual sections listed for each department. Students are expected to begin their studies at the department's preferred start date. When available resources permit, a student may begin studies at the start of other academic quarters. Applicants who wish to investigate this alternative are invited to discuss the possibility with the appropriate department chair.

## **APPLICATION DEADLINES**

Completed application and supporting documents for the online education programs must be received by:

- July 17<sup>th</sup> for fall quarter
- October 17<sup>th</sup> for winter quarter
- January 30<sup>th</sup> for spring quarter
- May 1<sup>st</sup> for summer quarter

## **APPLICATION INFORMATION**

Applications are processed by the College of Health Professions Admissions Office. Applicants can email the CHP Admissions Office at [grad.admissions@rosalindfranklin.edu](mailto:grad.admissions@rosalindfranklin.edu) or call the office at 847-578-3204.

## **ADMISSIONS REQUIREMENTS**

- An online application form available at [RFUCAS](#) including a nonrefundable application fee.
- Official transcripts submitted from each college, university, and community college previously attended. International transcripts must be evaluated by an approved U.S.

evaluation agency (e.g., World Education Service, Inc. P.O. Box 5087, Bowling Green Station, New York, NY 10274-5087)

- An official letter of recommendation from an individual who was involved in the student's previous or current educational, clinical and/or work experience, whichever is more extensive and recent. Additional letters of recommendation may be required at the department's discretion.
- A Test of English as a Foreign Language (TOEFL) examination is required of all foreign applicants from countries in which English is not the native language, and who have not attended a fully accredited American college or university for two consecutive years. It is the applicant's responsibility to provide an official report of the TOEFL.
- For additional admission requirements see specific program information.

### **TECHNICAL STANDARDS**

Candidates are considered for admission without regard for disabilities, as required under the Americans with Disabilities Act and related legislation. However, each department within the College of Health Professions has determined a series of abilities and skills (technical standards) that are required of all students with or without accommodations. These technical standards can be obtained through the Department Chair of the program. Inquiries about policies on disabilities should be directed to the Americans with Disabilities Act (ADA) coordinator in the Division of Student Affairs and Inclusion.

### **THE AMERICANS WITH DISABILITIES ACT**

The Americans with Disabilities Act (ADA), enacted in July of 1990, protects any individual with a physical or mental impairment that substantially limits that person in some major life activity and any individual who has a history of, or is regarded as having, such an impairment. Under the ADA, as with Section 504 of the Vocational Rehabilitation Act, universities and colleges are prohibited from discriminating against an otherwise qualified person with a disability in all aspects of academic life. Schools must make reasonable accommodations for the known physical or mental disabilities of otherwise qualified individuals. The university need not make an accommodation that would cause an undue burden. The philosophical basis of the ADA, that judging persons on their abilities and achievements rather than their potential disabilities, runs parallel to the traditional philosophy of this university.

In decisions on admission, evaluation, promotion, and graduation of any person, and especially an applicant or student with a disability, it is the obligation of the student to meet the minimum technical standards, with or without reasonable accommodation. Each online department has determined a series of abilities and skills (technical standards) that are required of all students. For further information on these Technical Standards and the procedures for their implementation, interested persons are encouraged to contact Steve Weiland, ADA Coordinator at [steven.weiland@rosalindfranklin.edu](mailto:steven.weiland@rosalindfranklin.edu) or (847) 578-8349.

### **NON-IMMIGRANT INTERNATIONAL STUDENTS**

Non-immigrant students enrolling in an online program are not required to attend any on-campus functions. Therefore, it is not necessary for non-immigrant students enrolling in an online program to obtain a visa.

### **NOTIFICATION OF ACCEPTANCE**

Those candidates offered admission must accept the school's offer of admission in writing within two weeks of the date of the letter offering them admission, and must simultaneously make a deposit of \$500 to hold the position offered to them.

### **ADVANCED STANDING AND TRANSFER CREDITS**

Graduate credit earned prior to admission to Rosalind Franklin University of Medicine and Science may be eligible to be transferred into certain programs and applied towards degree requirements. Transfer of credit requires the approval of the program chair and dean of the college, and the Registrar's Office by completing the Transfer Credit Request Form. They will determine whether the credit is eligible for transfer and applicable to the specific degree program. Credits accepted for transfer do not compute into any RFUMS GPA.

Credit is considered for transfer at the student's request at the time of initial registration as a degree-seeking student. Students must submit official transcripts. Credit transfer requests from students who are admitted provisionally are not considered until they have fulfilled the conditions of their admission and have had the provisional qualifier removed from their records.

To be eligible for transfer credit, the credit must be graduate credit earned at another U.S. accredited university. The credit must have been earned within five years prior to first enrollment as an admitted student in the specific degree program and a minimum grade of "B" (3.00) must have been earned. The course must be applicable toward a degree at the institution offering the course. The credits cannot have been previously applied toward a degree at another institution or RFUMS; however, up to 3 credits previously applied to a degree program at another institution may be transferred into certain programs at RFUMS.

No transfer credit will be awarded for certificate programs. Program tuition and total program cost are based upon total program credits, which may vary due to transferred credits or repeated courses. (See individual program for program specific transfer requirements.)

Rosalind Franklin University of Medicine and Science neither implies, nor guarantees that credits earned will be accepted by other institutions. Each college has policies that govern the acceptance of credit from other institutions. Transfer of credit is a privilege granted by the institution to which a student may seek admission. Students seeking to transfer credits earned at RFUMS to other postsecondary institutions should contact the college or university to which they seek admission to inquire as to that institution's policies on credit transfer and acceptance. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Advanced standing may be granted to students who provide evidence of equivalent credit courses completed in other programs at RFUMS or at another accredited university. Advanced standing can take two forms:

- **Exemption:** Students exempted from a course do not have to take that course. However, they must replace their course with another one in order to complete their program. The program advisor will approve course substitutions.
- **Credit:** Students given credit for a course do not have to take nor replace that course with another one in order complete their program.

Students should request advanced standing at the time of admission. Evaluation requests received after the time of admission will not be considered before course registration and will be delayed until the following session.

Students who have been granted exemptions and/or credits are not permitted to register for the course for which they have been granted exemption and/or credits.

### **COMPETENCY TESTING**

Rosalind Franklin University of Medicine and Science recognize that knowledge, competence and skill may be acquired under circumstances and in places other than formal and traditional

educational institutions. Therefore, credit and advanced standing may be granted for relevant knowledge, competence and skill developed in such places as the Armed Forces, proprietary institutions and on-the-job experience.\* However, RFUMS reserves the right to assign such credit and/or advanced standing to the applicant on the basis of some acceptable measure of competence in the field, discipline, or subject in question. Among these measures of competence may be any of the following: assessment of work experience in relationship to the profession for which the student is being trained; subject matter examinations prepared by the College Entrance Examination Board or the Armed Forces. For more information contact individual program.

\*Not applicable to all programs.

## **REGISTRATION AND GRADING POLICIES**

### **SCHEDULE CHANGES POLICY**

The College of Health Professions follows the university's Schedule Change Policy which is posted on the Registrar's website. This policy clearly defines the process and policy for students who seek schedule changes including adding/dropping courses and withdrawal from a program.

### **ACADEMIC STANDARDS OF PERFORMANCE AND THEIR MEASUREMENT**

#### **GRADING SYSTEM**

The College of Health Professions follows the university's General Grading Policy which is posted on the Registrar's website. As a reference, below is the grading system from the General Grading Policy:

A	4.00	High Achievement
B	3.00	Above Average Achievement
C	2.00	Average Achievement
F	0.00	Failure

Grades without Associated Grade Points:

- P – Pass
- F – Fail

Other status notations:

- H – Honors
- W – Withdrawal
- PP – Pass Proficiency Exam
- I – Incomplete
- # – Graded at Sequence End
- IP – In Progress
- NC – No Credit given
- AU – Audit

Definitions:

- *FAILURE (F)*: Denotes that a student does not demonstrate competency or does not complete the course or clerkship requirements at a satisfactory level as outlined in the syllabus
- *HONORS (H)*: Denotes select Podiatry courses and Medical extramural courses in which a student has been given the distinction of honors
- *WITHDRAWAL (W)*: The formal termination of course registration for a quarter



- *PASS PROFICIENCY EXAM (PP)*: Denotes that student has successfully passed a proficiency exam for a specific course and is reported to the Registrar's office (SCPM & CMS)
- *INCOMPLETE (I)*: A temporary notation that a grade cannot be determined because the student has been unable to complete part of the course due to extenuating circumstances. See complete definition included in General Grading Policy on the Registrar's website.
- *IN PROGRESS (IP)*: Assigned for a course which is currently in progress
- *NO CREDIT GIVEN (NC)*: No credit is recorded
- *AUDIT (AU)*: Enrollment for a course whereby the student does not earn academic credit. Written permission of the appropriate department chair and/or dean is required. Tuition and fees are applicable

### **CREDIT**

Post-baccalaureate credit is recorded in quarter hours. One quarter hour represents one 50 minute period of classroom work each week for the duration of one quarter, which is eleven to twelve weeks in length, or the equivalent in laboratory or field work. Online courses are ten weeks.

### **GRADE POINT AVERAGE (GPA)**

Only courses graded on an A–F basis are used in calculating GPA. Courses taken as Pass/Fail, Pass by Proficiency, and Audit, are not included. The GPA calculation never includes transfer work from other colleges or universities.

To calculate GPA for one term:

- Multiply the point value of the letter grade by the number of credit hours. The result is the grade points (quality points) earned.
- Total the credit hours for the term.
- Divide the total quality points by the total credit hours. The result is the GPA for the term.

To calculate cumulative GPA:

- Multiply the point value of the letter grade by the number of credits hours. The result is the grade points (quality points) earned for all terms.
- Total the credit hours from all terms.
- Divide the total quality points for all terms by the total credit hours for all terms. The result is the cumulative GPA.
- Both grades recorded for repeated courses will be used in the GPA calculation.

### **INCOMPLETE "I" POLICY**

Incomplete "I" is not a grade, but a notation that a grade cannot be determined because the student has been unable to complete part of the course due to extenuating circumstances. Extenuating circumstances must be documented and reviewed by the Course/Clerkship Director and/or the Department Chair. This notation is not to be used to denote unsatisfactory performance.

A notation of "I" will be replaced by a grade when a student has made up the missing material and/or taken necessary examination(s) as approved by the department.

- Incomplete "I" may be given only in the following circumstances:
  - The student's work to date is passing
  - Extenuating circumstance which legitimately prevents completion of required work (appropriate documentation is required)

- Required work may reasonable be completed in an agreed-upon time frame (typically by the end of the next quarter, but not to exceed one calendar year)
- The incomplete is not given as a substitute for a failing grade
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time
- The student initiates the request for an incomplete grade before the end of the academic term
- The following provisions for Incomplete "I" apply:
  - It is the responsibility of the Instructor to establish the terms of the Incomplete. The Registrar will follow-up on the status of Incompletes on a quarterly basis. Instructors are required to submit a memo to the Registrar detailing the terms of the Incomplete when the Incomplete is assigned.
  - A final grade to replace the Incomplete must be submitted within one calendar year from the date the Incomplete was recorded. The course work may be complete while the student is not enrolled.
  - Incomplete will appear on the transcript for one year, or until a final grade is submitted to replace it. Incomplete does not calculate into the grade point average. After one year, or at the time of graduation, and Incomplete will change to 'F' (The F will affect the GPA).
  - An Incomplete should not be assigned when it is necessary for the student to attend additional class meetings to complete the course requirements. Students who receive an Incomplete in a course cannot register for a future offering of the course to remove the "I" designation.
  - An Incomplete is not to be assigned when the normal practice requires extension of course requirements beyond the end of a term (i.e. thesis).

A failing grade and last date of attendance should be recorded for students who cease attending class without authorization. Students who are unable to complete a course and who do not meet these circumstances should consider withdrawing from the course.

### **AUDITING COURSES**

A student may elect to audit a course upon approval of the department chair and/or dean. The name of an auditing student appears on the class roster. Tuition is charged for an audited course. Audited courses will appear in the student's official record. No credit will be received for the audited courses and the course cannot be used to determine enrollment status or federal financial aid eligibility.

### **REPEATED COURSES**

The term repeat is used when a student retakes an entire course after failing the course the first time. The second attempt will have its own entry on the transcript along with the second grade.

If a student repeats a course, the course will be counted toward the degree and used to calculate the grade point average associated with the degree program requirements. The student's official transcript will record all courses attempted, including repeated courses. All resulting grades earned are calculated in the GPA and reflected on the student's final transcript.

The College of Health Professions discourages the retaking of courses or examinations to improve grades. Courses and examinations may be retaken only after approval. Grades are recorded for both courses.

### **CONCERNS ABOUT GRADES OR OTHER ACADEMIC ASSESSMENTS**

The awarding of grades and all other academic evaluations rests entirely with the faculty. If a student has a concern relating to a particular grade or other assessment of his or her academic work, the student first should speak with the instructor of the class to understand how the grade or other evaluation was derived and to address the student's specific concern. If the concern is not resolved, the student must document the concern in writing to the instructor.

If no resolution of the problem is reached, the student and instructor of the course must present written documentation to the Department Chair. The Department Chair will have the responsibility for rendering a decision regarding the grade. If at any time the student needs guidance or assistance, they can contact the College of Health Professions Associate Dean of Student Affairs. If the student is unable to resolve the matter to his/her satisfaction and believes that a procedural issue is involved, the student should bring the matter to the attention of the Dean of the College of Health Professions who will render a final decision.

### **GRADUATION WITH HONORS**

At the discretion of the program chair, the student with the highest GPA above 3.65 in each program is awarded the "Dean's Award" upon graduation.

### **ACADEMIC STANDARDS**

Rosalind Franklin University of Medicine and Science expects students to pursue studies in a manner that will prepare them for excellence in their chosen health profession. Each department or program may set standards for promotion. Students not meeting such standards will be notified by the department.

### **TIME SPENT ON EACH SUBJECT, COURSE, UNIT AND/OR TOPIC**

Rosalind Franklin University of Medical and Science utilizes the quarter hour system and fulfills the following Federal definition of a credit hour:

"Except as provided in 34 CFR 668.8(k) and (1), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **LEAVE OF ABSENCE**

Regular students in the online education programs are expected to maintain continuity and diligence in pursuing a specified advanced degree. When, for any reason, a student must be absent from academic study at the university, departmental approval must be obtained. Students shall petition the department for a leave of absence and receive approval before leaving.

A leave of absence is a temporary suspension of studies granted to an eligible student in good academic standing. A leave of absence always has a defined start and end date. The maximum length of time a student can be on a leave of absence is one year. Making the decision to enter a leave of absence is an important one. Familiarize yourself with the university leave of absence

and withdrawal policy (including the tuition refund policy, Title IV refund policy, and your department's satisfactory academic progress requirements).

A request for leave of absence during a period of academic difficulty is authorized only after careful consideration. In general, such leave is granted only after agreement on a structured program of activities to be pursued during the leave of absence. These activities are designed to help students overcome academic difficulties; they will have to be successfully completed as a condition for re-admittance to classes.

Leave of absence requested for reasons of health, maternity, or finances are granted as a matter of course. Upon resolution of the conditions for which leave was granted, students are readmitted to the same academic standing that existed when the leave began.

### **SCHEDULE CHANGES (ADDING/DROPPING A COURSE)**

A schedule change is defined as adding and/or dropping courses but maintaining enrollment. Not all programs allow students to alter the schedule and/or drop courses; please consult your program for availability. Students may change their class schedule through the Registrar's Office through the first week of the quarter. Starting the second week of the quarter the student must receive approval from the department.

If a student withdraws from a course during the first week of the quarter, there will be no course or grade recorded on the transcript. A student withdrawing from a course after the first week receives a "W" for the course in which the student was enrolled. A student may withdraw from a course up to the tenth week of the quarter; however, a student may not withdraw from a course during the two weeks prior to the final examination or final project. Withdrawing after the tenth week or during the two weeks prior to the final examination will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, a "W" can be assigned in the aforementioned situation if approved by the instructor and the chair of the program, and with final approval of the department.

All students who register for a course and neither complete the course objectives nor officially withdraw according to any one of the procedures described in this policy will be graded "F" in that course and must assume all financial obligations associated with the course.

Tuition and fee charges for dropping one or more courses vary depending the Academic Program and/or College. Please consult with Financial Services for any Refund Policy for Schedule Changes. Please consult the RFUMS Refund Policy for students who withdraw from a program.

### **WITHDRAWAL**

Withdrawal from RFUMS may be for personal reasons on the part of the student, academic reasons as determined by the program requirements, or by administrative decision. The Schedule Change policy (see policy) applies to a student who withdraws.

**VOLUNTARY WITHDRAWAL:** To withdraw from RFUMS the student must notify the Registrar's Office of their intent to withdraw.

**ACADEMIC WITHDRAWAL:** If a student has not made satisfactory academic progress toward fulfilling degree requirements, he or she may be withdrawn from RFUMS.

**ADMINISTRATIVE WITHDRAWAL:** A student may be withdrawn from a particular program for reasons of a professional nature as determined by the program director, department chair, or dean.

Failure to attend classes or verbal notification to instructors does not constitute withdrawal. Students who drop out of a course without officially withdrawing as previously described will be credited with failure. A student failing to register for courses and/or fail to respond to official communication about their enrollment is grounds for Administrative Withdrawal.

### **SUBMISSION OF GRADES**

All final grades must be completed and submitted to the Registrar's Office using Web Advisor on or before the grading deadline. Final grades are due no later than 14 days after the end of the quarter. It is critical that this deadline is met. Late submission of grades results in restrictive academic actions on students that can have myriad negative impacts (financial aid, graduation, verifications, etc). Students will have access to their grades via Web Advisor approximately 4 days after submission.

Final grades for students who are eligible for graduation must be submitted one week prior to the date of graduation.

The Registrar's Office understands the challenges sometimes associated with receiving grades within 14 days for clinical rotations. Faculty and staff should make all efforts to meet the deadline for submission of grades.

### **CHANGE OF GRADES**

- Once grades have been submitted to the Registrar's Office, final grades may be changed for the following reasons:
  - Calculating error in computing the grade
  - Posting the wrong grade
  - Replacing an "I" notation
  - Posting a grade if no grade was submitted
  - Re-evaluation of the previous grade
  - Submission of a new grade after a remediation exam/project is satisfied
- When corrections need to be made, an official Grade Change Memo must be sent directly to the Registrar's Office.  
A previous grade cannot be changed to a "W" (official withdrawal). If the student had a nonacademic emergency, he/she should file a petition for withdrawal with the Registrar's Office.
- Changes to previously recorded grades must be submitted within one calendar year following the end of the term during which the student was registered for the course. Changes must be initiated by the instructor on a Grade Change Memo, signed by the instructor and the department chair, and then submitted to the Registrar's Office for review. A reason for the requested change must be provided before the request will be reviewed.  
After one year or when the student graduates grades are considered final. Any requests for a change of grade after the one year will require documentation describing the change, and why the Grade Change Form was not filed during the appropriate period.
- Grades will not be changed following a student's receipt of a degree or permanent departure from RFUMS.

### **ACADEMIC EXPECTATIONS**

The College of Health Professions expects students to pursue studies in a manner which will prepare them for excellence in their chosen health profession.

### **STANDARDS FOR PROMOTION**

Each department or program may set standards for promotion. Students not meeting such standards will be notified by the department.

### **ACADEMIC PROBATION**

The Online Education programs follow the guidelines set by the Satisfactory Academic Progress policies. Academic probation is determined by each department within the College of Health Professions.

### **STUDENT ADVOCACY**

Within the student-centered environment in the College of Health Professions, the student advocate role has been identified as a support person for students who have been self-referred or referred by a faculty or staff member. The Associate Dean for Student Affairs in the College of Health Professions has been named as the advocate for students in any program or department in the College who are identified as being in academic jeopardy or who has been notified that they are subject to any hearing for academic or conduct violation. The advocate will review university, College and Program or Department policies and procedures and assist the student in preparation for a hearing or development of a plan for future academic success.

### **DISMISSAL FOR ACADEMIC REASONS**

A student is subject to Dismissal for the following reasons:

- 1) Post-baccalaureate students who receive an "F" in a course.
- 2) PhD students who receive one "C" or one "F" in any course. (Please see individual Department Handbooks for details.)
- 3) Departments may set alternative standards to be stated in their program or department handbook or policies and procedures manual.

### **DISMISSAL PROCEDURE**

If any of the above situations arise, the student will receive notification from the Department Chair informing the student of the reasons for possible dismissal. Unless the student voluntarily withdraws from the program, the Department Chair will take the matter to the departmental faculty. The faculty of the department will hold a hearing to review the evidence and make a decision concerning dismissal. The student will receive notification from the Department Chair of the time and date of the department hearing.

The student shall submit a written statement of his/her position prior to the hearing. The student has the right to present information to the faculty at the hearing. The student will be encouraged to meet with a student advocate for assistance with the preparation of their presentation to the faculty. The student may request that the student advocate attend the student's presentation, but neither student nor advocate may attend the faculty deliberations. The student advocate is the CHP Associate Dean of Student Affairs or its designee.

The student may continue to register and attend didactic classes until a decision regarding dismissal is rendered by the faculty of the department. Every effort will be made to conclude the process in a timely manner, preferably within 10 business days of notification.

The department faculty will concern itself with two issues: 1) whether the student was treated fairly, and 2) whether there were any extenuating circumstances to mitigate the poor academic performance. Should the faculty find neither of the above, the student may be dismissed. The Department Chair will impart the decision to the Dean of CHP, the student and the student advocate.

### **SANCTIONS FOR PROFESSIONAL, ETHICAL AND ACADEMIC INTEGRITY STANDARDS**

A student is subject to discipline or dismissal for violation of:

- 1) Professional Standards
- 2) Ethical Standards
- 3) Academic Integrity Standards.

The College of Health Professions may work with the Division of Student Affairs and Inclusion to investigate allegations regarding breaches of student integrity.

### **INVESTIGATION/DISMISSAL PROCEDURE**

Should violation of professional, ethical or academic integrity standards be alleged, the matter shall be referred to the Chair of the Department in which the student is enrolled. The student will receive notification from the Department Chair informing them of the allegations. Unless the student voluntarily withdraws from the program, the Department Chair shall appoint an ad hoc committee to investigate the allegations and hear the student. The Department Chair will designate a chair of the ad hoc committee.

The ad hoc committee will be composed of a minimum of three members including fully ranked faculty (internal and external to the student's department) and will include student representation, usually from the Honor Council. The committee shall be charged with procuring evidence, hearing the accused student, and making a recommendation regarding the findings including recommended consequences to Department Chair based upon such information.

The student shall be given written notice of the allegations by the Department Chair and the time and place of the hearing. The student has the right to present information at the hearing and may submit a written statement of his/her position prior to the hearing. The student will be encouraged to meet with the student advocate for assistance with the preparation of their presentation to the ad hoc committee. The student may request that the student advocate attend the hearing, but neither the student nor the advocate may attend the ad hoc committee deliberations. The student advocate is the CHP Associate Dean of Student Affairs or its designee.

The student may continue to register and attend didactic classes until a decision is rendered by the department. Every effort will be made to conclude the process in a timely manner, preferably within 10 business days of notification.

The ad hoc committee chair will impart the findings and the recommendations of the committee to the Department Chair. The Department Chair will impart a decision to the Dean of CHP, the student and the student advocate.

### **APPEAL OF DISMISSAL**

The student shall retain the right to appeal a decision of dismissal for academic, professional, ethical, and academic integrity standards, in writing, to the Dean within 10 business days of notification. Upon receipt of such request, the Dean will refer the issue to the Professional Affairs Committee (PAC), a standing committee of CHP.

### **PROFESSIONAL AFFAIRS COMMITTEE (PAC)**

The standing PAC will consist of a pool of at least eight fully ranked faculty members, with all CHP departments being represented. A chair of the PAC will be appointed by the Dean on a yearly basis. The PAC Chair will appoint a Hearing Committee consisting of an odd number of members that will convene in a particular instance to investigate and hear a student appeal. The PAC Chair will designate a chair of the Hearing Committee.

A Hearing Committee will be composed of a minimum of three fully ranked faculty members representing different departments within the College. No members of the Hearing Committee will be from the department in which the student is enrolled. The student advocate and the Department Chair shall be notified of the referral to the PAC, as well as the time and date of the hearing.

### **PROFESSIONAL AFFAIRS COMMITTEE PROCEDURE**

The Hearing Committee will hear the student appeal presented by the student or the student advocate. The student will be encouraged to meet with a student advocate for assistance with the preparation of their presentation to the Hearing Committee. The student and/or the student advocate will attend the presentation to the Hearing Committee, but neither student nor advocate may attend the Hearing Committee deliberations. The student advocate will be the CHP Associate Dean of Student Affairs or its designee.

The Hearing Committee will concern itself with whether the student received due process. Should the Hearing Committee find that due process was upheld; a recommendation to uphold the decision of dismissal will be made to the Dean.

Should the student elect to appeal the department decision of dismissal, the student may be permitted to continue to attend didactic classes until a decision is rendered by the Dean pursuant to the Hearing Committee recommendation.

The Hearing Committee shall make its recommendation directly to the Dean and copy its recommendation to the PAC Chair. The decision regarding dismissal is the prerogative of the Dean. The Dean's decision shall be final and shall be transmitted to the student with notice to the Department Chair, student advocate, PAC Chair and the Associate Dean of Student Affairs for the College.

### **CLASSIFICATION OF STUDENTS**

There are four categories of students:

- 1) *REGULAR STUDENTS* – These students include full-time and part-time students who have met the admission requirements and are matriculating for a degree. Full-time students are enrolled for at least 12 quarter hours per quarter.
- 2) *CONDITIONAL AND PRELIMINARY STUDENTS* – These students are regular students whose file shows insufficient achievement in one or more subject area and are:
  - a. Admitted as a probationary degree-seeking student;
  - b. Required to satisfactorily complete the conditions of admissions as stated in their letter of offer.
- 3) *STUDENT-AT-LARGE* – These students are:
  - a. *NON-degree* students interested in taking courses for a grade at RFUMS even though they are not admitted into a degree granting program at the university but intend to ultimately apply for and seek an RFUMS graduate degree;
  - b. Eligible to enroll in up to 2 courses per quarter;
  - c. No more than 3 course credits earned as a Graduate Student-at-Large may be transferable if admitted into a degree program at the university;
  - d. Students wishing to apply coursework toward an RFUMS certificate or degree must complete an application for full admission as required by the individual program;
  - e. Charged tuition as well as other mandatory fees; and
  - f. Given student privileges such as access to the libraries, student housing, athletic facilities;



- g. Graduate Students-at-Large must comply with all university rules and regulations and are subject to student disciplinary systems.
- 4) *NON-DEGREE STUDENT* – Properly qualified persons who demonstrate a need for certain courses may apply as non-degree students through the admissions office. The student in this category is:
  - a. Permitted to take no more than 2 courses at the university; and
  - b. Does not intend on enrolling in a RFUMS program after the conclusion of the coursework.

While enrollment as a non-degree students does not constitute admission to a degree program; and credit earned as a non-degree student may not necessarily count toward a RFUMS degree; non-degree students are granted academic credit for successfully completed courses which may be transferable to other institutions.

### **ACADEMIC PERIOD**

The RFUMS academic calendar follows the quarter system. An academic period refers to the period of time during which students are registered and which at the end of that period; they are assessed based on their academic performance. Academic periods are determined by the academic rules established by the division.

RFUMS refers to summer quarter, fall quarter, winter quarter, and spring quarter as academic periods. Each academic period begins on the 8th day following the last scheduled day of the previous period.

## **STUDENTS' PERSONAL AND ACADEMIC INFORMATION**

### **STUDENT RECORDS**

#### **ACADEMIC RECORDS AND TRANSCRIPTS**

The permanent academic record for each student is maintained by the Registrar's Office. While the grades may be reported unofficially to the student, dean, and advisor, the only true and valid documentation of academic work and student status is an *official transcript* of the academic record, stamped with the Registrar's signature and embossed with the seal of the university. The transcript is available only with the signature of the student. Other types of transcripts are *unofficial*—Issued Directly to Student.

The academic transcript is part of a student's academic record. Other university offices collect and maintain necessary information (records) about students. These records and the transcript, together, constitute the student's permanent academic record.

The permanent academic record is the unabridged history of a student's academic progress at RFUMS and cannot be altered except in conformance with policies governing dropping, adding, and modifying courses, and the achievement of milestones (e.g., receipt of a degree, advancement to candidacy, etc.). This record may not be altered because of dissatisfaction with a particular instance of academic performance.

#### **ACADEMIC RECORD CHANGES**

Considerable care is taken to ensure that course registration and grades entered on a student's permanent record are accurate. Any student who suspects an error has been made should immediately contact the Registrar's Office. Records are assumed to be correct if a student does not report to the Registrar's Office within one (1) year of the completion of a course. At that time, the record becomes permanent and cannot be changed.

### **FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)**

The following constitutes RFUMS policy concerning student rights of access to personal educational records in compliance with the FERPA. Certain definitions and principles contained in the law and guidelines are as follows:

- 1) A "student" is defined as one who has attended, or is attending, RFUMS and whose records are in the files of the university. Attendance is defined as the date of first enrollment at the university or participation in a university sponsored program or activity, whichever occurs earlier.
- 2) Educational records do not include files retained by individuals that are not accessible to any other person except a designee or replacement.
- 3) Public Information is limited to name, local and home address and telephone, e-mail address, school or college, class, major field of study, dates of attendance, enrollment status, anticipated graduation date, degrees and awards received, the most recent educational institution attended, and a photograph of a student taken for university purposes. Public information also includes class rosters listing students in an RFUMS academic course (D2L); such rosters may only be used for the purpose of conducting that course.
- 4) Record means any information or data recorded in any medium, including but not limited to handwriting, print, tapes, computer files, microfilm, or microfiche.

### **RELEASE OF PUBLIC INFORMATION**

Public information may be released unless the student files the appropriate form in the Registrar's Office requesting that public information not be released. Public information that cannot be restricted includes whether the individual was ever enrolled and degrees awarded.

### **RECORD STORAGE**

All students have records in one (1) or more of the following offices:

- 1) Registrar's Office
- 2) Financial Aid
- 3) Student Accounts
- 4) Division of Student Affairs and Inclusion
- 5) Division of Strategic Enrollment
- 6) Human Resources (Federal Work Study)
- 7) Some departments maintain records separate from the university. A list of the academic departments that may have records and their locations may be obtained from the Dean's Office of the school or college in which the department is located, or from the Registrar's Office.

### **RECORD ACCESS AND EXCEPTIONS**

A student's record is open to the student, except as listed below. Any reference to student records or to access to student records in this document is subject to these exceptions.

- 1) Confidential letters of recommendation placed in files before January 1, 1975.
- 2) Financial records of the student's parents or any information contained therein.
- 3) Employment records, except for those cases in which the employment is required as part of the student's program.
- 4) Medical and psychological records.
- 5) Letters of recommendation or other documents that carry a waiver of the student's right to access.
- 6) Records compiled by campus security solely for the purposes of law enforcement.

- 7) Student education records are open to university officials who have a legitimate educational interest in the information contained in the records.
  - a. A university official is an employee or other agent of the university. A university official may also be a person or company with whom the university has contracted to carry out a function on the university's behalf.
  - b. The determination of a legitimate educational interest will be made by the person responsible for the maintenance of the record. This determination will be made scrupulously and with respect for the individual whose records are involved. A legitimate educational interest requires that the individual seeking access must have the requested information to perform a job function.

### **CONDITIONS OF ACCESS WAIVERS**

To ensure the confidentiality of references, certain documents may carry waivers signed by the student relinquishing the right of access to the document. Waivers are subject to the following conditions:

- 1) Waivers can be signed only for the specific purposes of application for admission, candidacy for honor or honorary recognition, and candidacy for employment.
- 2) Waivers cannot be required.
- 3) The student shall be told, upon request, the names of those supplying references.
- 4) All items in the academic record not covered by waivers are open to the student. Material not covered by waivers may not be protected by keeping it out of the student's file.

### **THIRD PARTY ACCESS**

Normally, records can be released, or access given, to third parties (i.e., anyone not a member of the faculty or staff), only with the written consent of the student. Without the consent of the student, releases to third parties may be given only as follows:

- 1) To federal officers as prescribed by law.
- 2) As required by state law.
- 3) To research projects on behalf of educational agencies, providing that the agencies guarantee no personal identification of students.
- 4) To accrediting agencies carrying out their functions.
- 5) In response to a judicial order or lawfully issued subpoena.
- 6) By university security to other law enforcement agencies in the investigation of a specific criminal case.
- 7) To parents of students who are dependents as certified according to IRS standards.
- 8) A student's parent(s) or legal guardian(s) regarding the student's use or possession of alcohol or a controlled substance if there has been a determination by the university that the student's use or possession of alcohol or a controlled substance constitutes a violation of a university rule or regulation; and the student is under the age of 21 at the time of disclosure to the parent(s) or legal guardian(s).
- 9) In connection with an emergency, to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

### **CONTINUED RECORD MAINTENANCE**

Nothing in this policy requires the continued maintenance of any student record. However, if under the terms of this policy a student has requested access to the record, no destruction of the record shall be made before access has been granted to the student.

### **RECORDS OF DECEASED STUDENTS**

FERPA rights cease upon death. However, it is the policy of RFUMS that no records of deceased students be released after the date of death, unless specifically authorized by the executor of the deceased's estate or by the next of kin.

### **RECORD CORRECTION REQUESTS**

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. The procedures are as follows:

- 1) The student must ask the custodian of the record to amend the record. The student should identify the part of the record that the student wants changed and the reasons.
- 2) Rosalind Franklin University may comply or may decide not to comply. If not, the university will inform the student of the decision and advise the student of the right to a hearing. Requests for a hearing are to be sent to the Vice President for Strategic Enrollment.
- 3) Upon request, the university will arrange for a hearing and so notify the student.
- 4) The hearing will be conducted by a hearing officer who is a disinterested party. However, the officer may be an official of the institution. The student may be assisted by one (1) or more individuals.
- 5) The university will prepare a written decision based solely upon the evidence presented at the hearing. The decision will include a summary of the evidence and the reasons for the decision.
- 6) If the university decides that the challenged information is not inaccurate, misleading, or in violation of the student's right to privacy, it will notify the student that he or she has a right to place in the record a statement commenting on the challenged information or setting forth reasons for disagreeing with the decision.
- 7) The statement will be maintained as part of the student's record as long as the contested portion is maintained. If the university discloses the contested portion of the record, it must also disclose the statement.
- 8) If the university decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student in writing that the record has been amended.

### **FILING A COMPLAINT WITH FERPA**

A person may file a written complaint with the Department of Education regarding an alleged Violation of FERPA. The address of that Office is:

**FAMILY POLICY COMPLIANCE OFFICE**  
**U.S. DEPARTMENT OF EDUCATION**  
**400 MARYLAND AVENUE, SW**  
**WASHINGTON, DC 20202-4605**  
<http://www.ed.gov/offices/OM/fpc>

### **RECORD RETENTION**

- 1) The Division of Strategic Enrollment at Rosalind Franklin University of Medicine and Science maintains various records concerning students. In order to preserve students' rights to privacy, as well as conform with federal law, the university has established certain procedures to govern the handling of student records.
- 2) Retaining records serves two purposes. In the short term, it provides those responsible for management of student development with the means to monitor progress and resolve problems. In the long term, a clear records retention policy enables the university to comply with federal, state, private, and local regulations governing auditability.

- 3) Federal regulations, as they relate to student records, are governed by the Family Educational Rights and Privacy Act of 1974 (FERPA). Please review the FERPA policy for more details.

### HOLDS

A hold may be placed on a student's record for the following reasons:

- 1) Indebtedness to the university - Students must pay all accounts due the university in accordance with the regulations established for such payments. Students failing in their financial obligations to the university will have a hold placed on their account which will prevent them from registering, receiving transcripts, or receiving diplomas.
- 2) Failure to register - Students must register for classes each quarter. Failure to do so will result in a hold being placed on their account which will prevent them from receiving financial aid.
- 3) Official transcript required for admission not yet received.
- 4) Administrative obligation.
- 5) A hold on a record may prohibit students from registering for classes, obtaining transcripts, receiving financial aid, or receiving diplomas.

### NAME CHANGES

- 1) For a student to change his/her name, legal documentation of the student's new name is required. A name change may be processed either in person, at the Registrar's Office, or through the mail provided the necessary documentation is submitted. Rosalind Franklin University of Medicine and Science will accept name changes for students who are currently enrolled, and for previous students whose records are maintained in the student database. If there is a request for a name change on a student's academic record whose record is on microfilm, approval needs to be given by the Registrar. **A certified copy of a court order, marriage certificate, or dissolution decree and the Social Security Card reflecting new name in full will satisfy the document requirement.** Proof is required for all changes even if the student is adding or dropping one of the following:
  - a. I, II, Jr., Sr., or any other suffix to the name.
  - b. Hyphen (Hall Nicola to Hall-Nicola).
- 2) Students may change their middle name(s) to an initial or vice versa with a notarized birth certificate. Documentation is required if a student is adding or deleting a middle name.
- 3) A certified copy of a court order is required if a change of gender is to be recorded on a student's records. Records of all students must be changed if a gender change has occurred and the Registrar's approval is not required.
- 4) If a student requests a name change and he/she is currently enrolled, that change may be delayed until the end of a quarter to minimize confusion during the grading process.

### NATIONAL STUDENT CLEARINGHOUSE STUDENT ENROLLMENT INFORMATION

- 1) The National Student Clearinghouse is a central repository of student enrollment information. Its purpose is to provide the required enrollment information to the servicers and guarantors of the Federal Student Loan Programs.
- 2) There are several advantages to allowing Clearinghouse to provide the enrollment information for servicing the student loans.
  - a. It allows students who transfer from one participating school to another to continue their in-school deferment status without inherent delays.

- b. The servicers can contact one central location to obtain information for all of the students whose loans they service.
  - c. Deferments can be granted much more quickly because the data is shared with the servicers electronically.
  - d. There is less chance of human error because the reporting process is standardized and enrollment updates occur frequently.
- 3) Rosalind Franklin University of Medicine and Science provides enrollment information to Clearinghouse on a monthly basis. The purpose of these frequent certifications is to be able to reflect changes in enrollment status. The Clearinghouse loads the data onto their database, which usually takes about a week. They then send electronic enrollment reports to the servicers who are members of Clearinghouse and mail paper reports to non-members upon request.

## **POLICY STATEMENTS AND GUIDELINES**

### **PUBLIC INFORMATION**

- 1) In compliance with the federally-enacted regulations, and university policies, public information regarding students attending Rosalind Franklin University shall be the:
  - a. Student's name
  - b. Local address
  - c. Permanent address
  - d. Telephone listings
  - e. Year at the university
  - f. Dates of attendance
  - g. Academic college and major field of study
  - h. Enrollment status (e.g., undergraduate or graduate; full-time or part time)
  - i. Participation in officially recognized activities and sports
  - j. Degrees, honors and awards received
  - k. Most recent educational agency or institution attended
- 2) Public information pertaining to any individual student may be released by the Registrar upon inquiry, unless the student has not agreed to release directory information. Partial or whole lists of students by name and address will not be released for commercial purposes.
- 3) Each major administrative unit shall define the kinds of reports and information that may be released to the public.
- 4) Information contained in personal files of the student is considered confidential and requires written authorization by the student for release, provided such records, with names and personal identification deleted and kept confidential, may be made available for governmental or university-approved research and analysis.

### **CONFIDENTIAL INFORMATION**

- 1) With the exception of the information noted above, all student records are considered to be confidential and are open only to university personnel (individuals under contract) who need the information to carry out their official responsibilities (assigned duties and functions).
- 2) Although university personnel are authorized access to this information on a "need-to-know" basis (to perform specific duties and functions), they are not permitted to release information to persons outside the university unless authorized in writing by the student by a court order or according to the exceptions listed in section V. Only the official or designated person responsible for the records has the authority to release them.

- 3) Records may be disclosed to a third party only on condition that the recipient will not permit others to have access to the information without the written consent of the student.

### **RIGHTS OF ACCESS AND REVIEW OF RECORDS**

- 1) Students have the right to inspect, review, or receive an interpretation of copies of their educational records, except as excluded below. This right may be exercised by completing a written request to access the records. Such requests should be honored as quickly as possible and reasonable, normally within 48 hours; if detailed documentation and/or interpretation are required, the request should be honored within ten (10) days. In all cases, requests for such information must be honored within forty-five (45) days.
- 2) If a copy(ies) of a portion or all of the records in a student's file is requested, the custodian of the records may charge a fee for copies made, provided the fee does not effectively prevent students from exercising their right to inspect and review (under supervision of a university employee) their records. You may not charge a fee to search for or to retrieve records. Each custodian of records is responsible for requiring proper identification of individual making the request about his/her records.

### **LIMITATION ON ACCESS**

Educational institutions are not required to make available to students in institutions of post-secondary education the following records:

- 1) Confidential letters and statements of recommendation which were placed in the education records prior to January 1, 1975;
- 2) Financial records of the parents of the students or any information contained therein;
- 3) Records maintained by a physician, psychiatrist, psychologist, or other recognized professionals are not open for student's inspection. Students may, however, have an appropriate professional of their choosing inspect such records;
- 4) Confidential recommendations for admission, employment, or honors are not open to student access if the student has waived his/her right to access. General waiver forms are available and on file at the Registrar's office;
- 5) Law enforcement or security department records maintained solely for law enforcement or security purposes are unavailable for student access and may be used only by law enforcement and security officials;
- 6) Records of instructional, supervisory, and administrative personnel and educational personnel ancillary which are in the sole possession of the maker and which are not accessible or revealed to any other person except a substitute (an individual who performs on a temporary basis the duties of the individual who made the record).

### **SUPPLEMENTARY EXCEPTIONS**

The university may release without the student's permission personally identifiable educational records to:

- 1) Officials or faculty of the university who have legitimate educational interest (need to know to fulfill official responsibilities);
- 2) Officials of other schools or school systems in which the students seek to enroll; in this instance, no notice of release of records needs to be sent to the student;
- 3) Certain federal and state educational authorities:
  - a. The Comptroller General of the United States
  - b. The Secretary
  - c. The Commissioner, the Director of the National Institute of Education
  - d. State educational authorities

- 4) Accrediting and university-approved testing agencies;
- 5) Parents of dependent students (requires signed statement from parent claiming that student is dependent per Internal Revenue Code of 1954);
- 6) Appropriate parties in connection with an emergency when the immediate health or safety of the student is threatened;
- 7) Persons presenting an officially-related judicial order or lawfully-issued subpoena; and,
- 8) Institutions from which the student has received, or applied to for, financial aid.

### **CUSTODIANS OF STUDENT RECORDS**

The Division of Student Affairs and Enrollment Management shall be responsible for the proposal, interpretation, enforcement, and publication of general policies and procedures consistent with state and federal laws and guidelines as they relate to the creation, maintenance, use, dissemination, and destruction of records of students who are attending or have attended Rosalind Franklin University of Medicine and Science, and shall coordinate the development of general policies and procedures with the appropriate university officials listed below.

**EACH TYPE OF STUDENT RECORD IS THE RESPONSIBILITY OF A DESIGNATED UNIVERSITY OFFICIAL, AND ONLY THAT PROFESSIONAL STAFF MEMBER OR DESIGNATE HAS AUTHORITY TO RELEASE THE RECORDS.** Please note that some student records listed below are outside the scope of the Department of Student Affairs and Enrollment Services. The responsible officials are:

- 1) **Academic and Admissions Records (after matriculation)**  
 Official: Vice President of Strategic Enrollment  
 Location: Office of Enrollment Management
- 2) **Admissions Records (prior to matriculation)**  
 Official: Vice President of Strategic Enrollment  
 Location: Office of Enrollment Management
- 3) **Alumni Records**  
 Official: Director of Alumni Affairs  
 Location: Office of Alumni Affairs
- 4) **Disciplinary Records**  
 Official: Vice President for Student Affairs and Inclusion  
 Location: Division of Student Affairs and Inclusion
- 5) **Employment (Work-Study and Student Employment)**  
 Official: Executive Director of Human Resources  
 Location: Human Resources
- 6) **Student Financial Services (Financial Aid and Student Billing)**  
 Official: Associate Vice President of Student Financial Services  
 Location: Student Financial Services
- 7) **International Students**  
 Official: Vice President for Student Affairs and Inclusion  
 Location: Division of Student Affairs and Inclusion
- 8) **Security Records**  
 Official: Director of Campus Security  
 Location: Office of Campus Security
- 9) **Veterans Records**  
 Official: Coordinator of Veterans Affairs  
 Location: Registrar's Office
- 10) **Student Activities**  
 Official: Program Director of Student Life  
 Location: Office of Student Life



**11) Criminal Background Checks**

Official: Vice President of Student Affairs and Inclusion

Location: Division of Student Affairs and Inclusion

**RELEASE OF GRADES**

- 1) Reports of a student's grades are not routinely mailed to an address other than the student's current address without the written request of the student.
- 2) The posting of a student's grades is prohibited unless:
  - a. Each student signs a waiver of his/her right to privacy; or
  - b. A confidential number (other than full Social Security number) or code is agreed upon between the instructor and individual student prior to the posting.

**RIGHT TO CHALLENGE CONTENT OF RECORDS**

A student may challenge the accuracy of handling of educational records maintained by the university on grounds that the records are inaccurate, misleading, or otherwise violate the privacy or other rights of the students. Students who wish to exercise these rights should file a request in writing with the custodian of the records in question. Each unit is responsible for the appeal in hearing procedures which exist for that unit. In general, the appeal and hearing steps will occur in the following sequence until relief is granted or final decision is rendered by the President:

- 1) Appeal for administrative review by the person named as custodian of the record system
- 2) Appeal for administrative review by the Dean or Director to whom the custodian is responsible
- 3) Appeal for administrative review by the Vice President for the unit maintaining the record system
- 4) Request for hearing to the Office of the President. A formal hearing will be set up by that office and the decision of the hearing panel will be recommended to the President. The President reserves the right to delegate the response to the recommendation to a representative of the Office of the President. The student shall be given an opportunity to present to the panel evidence relevant to the issues raised and the panel shall issue a written response. The student may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney
- 5) Should the student disagree with the response from the Office of the President, the student has the right to place in the educational records a statement commenting on the information in the record and/or setting forth any reasons for disagreeing with the decision of the Office of the President.

**CREATION, PERMANENCE, AND DISPOSAL OF STUDENT RECORDS**

The following is a general guideline regarding the disposal of student records:

- 1) Only such records as are demonstrably and substantially relevant to the educational purposes of the university shall be generated or maintained;
- 2) Permanent retention of student records is limited to those records which are of long-range value to the individual or the university;
- 3) All duplicate copies of permanent records, other than those maintained by the custodian of the permanent record, and all non-permanent student records shall be maintained only for the minimum period of time required to serve the basic official function of the individual or department generating or maintaining them. Such records shall be destroyed as soon as they are no longer needed (e.g., within one (1) year following graduation or two (2) years after the last date of attendance. A student will be granted access to his records prior to their destruction when the student has an unsatisfied request outstanding.

### **TRANSFERRING ADMISSIONS RECORDS TO THE REGISTRAR'S OFFICE**

- 1) A complete admissions file should be kept for each applicant until the end of the application process.
- 2) When a student is not accepted into the university, the admissions file is subject to standard retention policies, however, when a student is accepted, certain files must be transferred to the Registrar's Office in accordance with the policy set below.
- 3) Transfer of Admissions File to the Registrar's Office. The following should be transferred to the Registrar's Office to become part of the Student's Educational Record:
  - a. Letter of Acceptance
  - b. AMCAS (if applicable) CASPA (if applicable)
  - c. Application for Admission (if applicable)
  - d. Supplemental Application (if applicable)
- 4) All other application materials may be maintained for seven (7) years in remote storage. Examples of these "other" application materials include:
  - a. Letters of evaluation
  - b. Screener sheets
  - c. Interview forms
  - d. Proof of supplemental application fee
- 5) Copy of Letter of Acceptance should be sent to:
  - a. Registrar's Office
  - b. Financial Aid Office

## **STUDENT FINANCE**

### **STUDENT BILLING POLICIES**

Students are required to pay each term's financial obligation to the university (including tuition, fees, insurance, and housing charges) by/on the first day of the term. Only the first billing statement will be mailed to the address on file with the Registrar's Office (approximately three weeks prior to the term start date). All subsequent billing statements can be viewed by accessing WebAdvisor/View Your Statement/Make a Payment. Failure to receive/view a statement is not an adequate reason for non-payment. Billing statements will include charges and anticipated financial assistance as of the date of viewing. Keep in mind a statement is a snapshot of a student account on the day it was generated. Payments or other credits received will not show up until the next bill is generated.

### **HOW TO PAY YOUR STUDENT BILL**

Students may pay by mail, drop box, online, in person or by wire transfer. Check payments made with U.S. Funds should be made payable to RFUMS for the exact amount due. To ensure proper credit, student name and student 10 digit ID number must appear on all checks & money orders submitted to the university. All payments being mailed must be received and posted by our office. Please allow 5-7 business days for all mailed payments to be received and posted. Tuition and fee charges may be paid by the following options below:

- Payment in full using check or money order
  - Make checks out to: RFUMS and place your Student ten digit ID # in the memo section
  - Mail to: Rosalind Franklin University  
Student Financial Services, Student Billing Rm. L.753  
3333 Green Bay Road  
North Chicago, IL 60064

- To ensure proper credit on a student account, your check should be:
  - Payable in U.S. Dollars to RFUMS
  - Include your name and 10 digit student ID #
  - All International Checks must be a minimum of \$300.00 U.S. Funds
  - Your check will be deposited upon receipt
- Online Payment Option
  - Sign-in to your WebAdvisor account
  - Select “make a payment” (under Financial Information)
  - Follow screen prompts for credit card or e-check
  - Visa, American Express, Discover, MasterCard accepted (2.5% processing fee applied)
  - Checks accepted (no fee)
- Bank Wire Transfer
 

Wire payments can be made directly from your bank to RFUMS University’s account with the following information:

  - Bank Name: JP Morgan Chase Bank, N.A.
  - Bank Address: 5813 Milwaukee Ave., Chicago, IL 60646
  - Account Name: Rosalind Franklin University of Medicine and Science
  - Account Number: 654199017
  - Wire ABA Number: 021000021
  - ACH ABA Number 071000013
  - Swift Address: CHASUS33

Please note: *it is crucial that the Student’s Name and Student’s 10 digit ID# are included with the wire instructions. Please review the wiring policies with your bank; there may be fees deducted from the amount of your payment.*

Students have the option of paying the current quarter’s tuition in 3 payments over the course of the quarter. The first monthly payment will begin on the tuition and fees due date for the given term. Subsequent monthly payments will be made on the same day of each month, until the balance is paid in full. Payment plans are created for one quarter only. A student has to sign up each quarter that they want to enroll in the payment plan option. A student cannot put past term outstanding balances on a payment plan. For more information about the payment pay option call 847-578-8790.

### **FINANCIAL AID DEFERRAL**

Students who have financial aid pending by the quarter start date may use the option. Students must have taken all required steps to receive the financial aid. Tentative financial aid or awards in process cannot be used in determining the net balance due on a student’s account. Students choosing to apply for financial aid should contact the Office of Student Financial Services at least 30 days prior to the quarter start date.

### **SPONSORED THIRD PARTY BILLING**

RFUMS will temporarily defer the payment for students who present written authorization/contract from a third party/sponsoring company for payment of tuition and/or fees on their organization or corporate letterhead. All letters/contracts are subject to review by the Office of Student Financial Services and must include the following information:

- Student’s Name
- Student’s 10 digit ID #
- Quarter of academic year covered
- Dollar or percentage limit (tuition and/or fees), if applicable
- Sponsoring organization’s name, billing address, contact person and telephone number

*Sponsored Third Party documentation must be submitted to the Office of Student Financial Services 30 days prior to the quarter start date.*

### **LATE FEES AND PENALTIES**

Students that fail to pay in full by the end of the first week of a new term will be assessed a late payment fee of \$50.00. It is the student's responsibility to contact a student account representative in Student Financial Services, Student Billing to resolve billing questions, discrepancies or to obtain current account status.

RFUMS also charges a late assessment penalty at the rate of 1.5% compounded monthly; calculated back to the first day of the academic term on each student's unpaid balance. In addition a registration hold will be placed on a student's account until the balance is paid in full. See below for information about financial holds. Interest fees will be assessed every 30 days past due.

Because of potential delays in U.S. mail, we encourage all students to pay electronically through WebAdvisor, where all payments made by credit card or e-check are updated and reflected immediately. Payments made by credit card are assessed a 2.5% processing fee.

All students are responsible for all charges incurred for the terms in attendance. Any student who withdraws from the university or a course must withdraw in accordance with the policies and procedures set forth by the university. Charges will be adjusted and any balance due must be paid before leaving the university. Any student who leaves the university with their account not paid in full will be referred to an outside collection agency for possible legal action. The student is liable for the outstanding balance and collections costs. The student's credit rating will be affected.

### **DISPUTING A LATE FEE/INTEREST CHARGES**

All late fee disputes must be submitted in writing to the Student Billing Office within the term of the late fee assessment. For example, a late fee assessed for the Fall Term must be disputed in writing prior to the last day of the Fall Term. Disputes will be reviewed and a decision made within 30 days, at which time the student will be notified in writing via their RFUMS Student e-mail. Failure to dispute a late fee within the term it was assessed indicates that the student is aware of the fee and accepts its assessment.

**NOTE:** *Disputing a late fee does not guarantee that the fee will be removed. Submitting a written request for removal only means that a late fee is being disputed and that a supervisor will review the student's account to assess the late fee's legitimacy. If a supervisor deems the late fee to be valid, the student will be required to pay it.*

### **EXCEPTIONS**

Late payments fees will not be assessed under the following conditions. The student:

- Has made payment arrangements with the Student Billing Office
- Has pending Financial Aid (awaiting disbursement) that covers full or remaining balance
- Has a pending outside scholarship or loan credit on their account that covers full or remaining balance
- Is a recipient of a tuition waiver which has not yet posted to their account
- Is a recipient of funding through the GI Bill, Armed Forces or VA benefits not yet posted to their account

### **EFFECT OF FINANCIAL HOLDS**

Financial holds preclude student from receiving university services including:

- Registering for courses
- Dropping/Adding courses
- Grades
- Transcript requests
- Graduation (Diploma issuance)
- Accessing D2L

Financial holds can only be released if the outstanding balance is paid in full. Once payment has been received in full to reflect a zero balance, the hold will be released.

### **INSTITUTIONAL REFUND POLICY**

Charges are adjusted for students who withdraw from the university or withdraw from courses/programs. Either failure to pay or placing a stop payment on a check constitutes an official withdrawal. Students must complete the appropriate withdrawal forms initiated in the Registrar's Office, and obtain clearance signatures from designated departments. The following is the refund schedule for a withdrawal:

- 100% refund of tuition within the first week of the term
- 75% refund of tuition within the 2nd week of the term
- 50% refund of tuition within the 3rd week of the term
- 25% refund of tuition within the 4th week of the term
- 0% refund of tuition after the 4th week of the term

### **DATE OF DETERMINATION**

The date of determination for a withdrawal is the specific day a school concludes that a student has stopped attending classes. The date of determination starts the time frame for making a return of Title IV aid. The date of the school's determination that the student withdrew captures the point in time when a school could reasonably be expected to be aware that a student has withdrawn. Whether the school is required to take attendance or not will influence how and when the school may make a determination that a student has stopped attending classes.

### **ATTENDANCE**

It is the student's responsibility to attend classes and participate in online courses. Each faculty member has the right to establish regulations regarding attendance which may see best suited to particular courses. All online programs are asynchronous and do not have a policy for tardiness. Attendance is defined by course participation. Each course has weekly discussion posting requirements for attendance. Attendance is tracked and maintained in the university's Learning Management System as is accessible through the log files and discussion board postings. Failure to meet minimum course participation requirements will impact the student's final grade as determined by individual Course Directors.

The policy for class attendance is determined by each faculty, department/division and/or College. Students should refer to their course syllabus or to the college specific section of the university catalog for additional attendance requirements. Students are expected to satisfy these attendance requirements in order to receive course credit.

Grading and make-up work due to absences will be handled by individual Course Directors within each program as outlined in the course syllabus.

Each student is expected to maintain a cumulative grade point average of 3.0(B) or as outlined by the specific program. Transcripts for each student will be reviewed by the Program Director at the end of each quarter.

### **SCHOOLS REQUIRED TO TAKE ATTENDANCE**

Institutions that are required to take attendance are expected to have a procedure in place for routinely monitoring attendance records to determine in a timely manner when a student withdraws. The school's determination should generally be no later than two (2) weeks after the student's last date of attendance as determined by the school's attendance records. The school is not required to administratively withdraw a student who has been absent for 14 days. However, after 14 days, it is expected to have determined whether the student intends to return to classes or to withdraw. In addition, if the student is eventually determined to be a withdrawal, the end of the 14-day period begins the time frame for completing a R2T4 calculation. The withdrawal date is always the same as the last date of attendance.

### **LEAVE OF ABSENCE (LOA)**

- If a student does not return from approved LOA, use the earliest of:
  - The end date of the LOA, or
  - The date the student notifies school that they will not be returning to the school.
- Unofficial LOA:
  - If the student has taken an unapproved leave of absence, use the date student began the leave of absence.

### **SATISFACTORY ACADEMIC PROGRESS**

Federal regulations require that Rosalind Franklin University of Medicine and Science (RFUMS) establish and implement a policy that ensures all financial aid recipients are making satisfactory academic progress (SAP) toward a degree. SAP is measured by two criteria: quantitative progress and qualitative progress. These criteria evaluate both the quantity and quality of the academic work completed.

The SAP policy applies to all students during all periods of enrollment whether or not financial aid was received. SAP must be measured at least once a year and is generally done following the spring quarter. SAP will be measured more often for students who are in jeopardy of falling behind the SAP requirements.

### **QUANTITATIVE REQUIREMENT (QUANTITY OF ACADEMIC WORK COMPLETED)**

- 1) A student must complete at least a federally-mandated 67% of all credit hours attempted, defined as any course that appears on the student's permanent transcript.
- 2) Withdrawals will be counted as credit hours attempted if they appear on the student's permanent transcript.
- 3) "F" grades are always counted in credit hours attempted.
- 4) Repeated classes are counted as credit hours attempted each time the course is taken.
- 5) Incomplete grades are counted as credit hours attempted, but not completed.
- 6) Transfer credit hours are not used in calculating a student's credit completion rate.
- 7) The maximum time frame during which a student may receive financial aid may not exceed 150% of the credits needed to complete the student's academic program.

**QUALITATIVE REQUIREMENT (QUALITY OF ACADEMIC WORK COMPLETED)**

- 1) Each academic program at RFUMS has minimum academic requirements that need to be met.
- 2) Transfer grades are not used in the qualitative calculation.

**APPEAL OF FINANCIAL AID SUSPENSION**

If a student fails to meet either of the SAP criteria s/he is no longer eligible to receive any further financial aid. A student may appeal a financial aid suspension and will be given appeal procedure details at the time of the financial aid suspension.

If the appeal is successful, additional financial aid will be granted for only one additional quarter. Specific terms will be established that need to be met to receive financial aid after the probationary quarter. If the appeal is unsuccessful, the student may regain eligibility for additional financial aid by taking courses, at their own expense, until they once again fulfill the SAP requirements.

The appeal will be reviewed by the Financial Aid Appeals Committee, consisting of a group representing all areas of the RFUMS community. The decision of the committee will be final.

**FEDERAL LOAN OPTIONS**

**FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN**

- This is a Federal Student Loan program.
- *WHO MAY APPLY:*
  - Students in all programs who meet the special qualifications.
- *SPECIAL QUALIFICATIONS*
  - Students must:
    - Be enrolled at least half-time. (6 credit hours for most programs)
    - Be a U.S. Citizen or Permanent Resident
- *MAXIMUM:*
  - \$20,500 per academic year for graduate students
  - Maximum aid is available only within rules of eligibility and students' individual Cost of Attendance
- *INTEREST:*
  - Begins to accrue as soon as loan is disbursed
  - 5.41% fixed interest rate
  - Subject to change July 1, 2014
- *FEES:*
  - May charge up to 1.072% in Origination and Guarantee Fees

**FEDERAL DIRECT GRADPLUS LOAN**

- This is a Federal Student Loan program.
- A credit check is required every time a student requests a Grad PLUS loan.
- *WHO MAY APPLY:*
  - Students in all programs who meet the special qualifications
- *SPECIAL QUALIFICATIONS*
  - Students must:
    - Be enrolled at least half-time. (6 credit hours for most programs)
    - Be a U.S. Citizen or Permanent Resident
    - Have good credit, as determined by Department of Education

- *MAXIMUM:*
  - Up to the cost of attendance, less other financial aid received
- *INTEREST:*
  - Unsubsidized (interest free) during school, grace, or deferment
  - 6.41% fixed interest rate
  - Subject to change July 1, 2014
- *FEES:*
  - 4.288% in Origination Fee

## SCHOLARSHIPS

- *STUDY.COM* is offered to a U.S. citizen or permanent U.S. resident. Applicants must be enrolled or accepted in an accredited college or university and plan on continuing the next year. Selection is based on academic history and extracurricular activities. Financial need will not be considered. The *INSTITUTE FOR DIVERSITY IN HEALTH MANAGEMENT* offers three annual scholarships to graduate students who are pursuing a degree in healthcare administration or a comparable discipline. The annual award maximum is \$5,000. The application is deadline January.
- The *AIR FORCE HEALTH PROFESSIONS SCHOLARSHIP* is offered to qualified applicants who are a U.S. citizen and accepted at an accredited graduate institution in an appropriate health professions training program. Recipients must serve a minimum obligation of three years. The annual award maximum is the cost of tuition, textbooks, and most fees.
- The *DAUGHTERS OF THE AMERICAN REVOLUTION SCHOLARSHIP* is offered to qualified applicants who are a U.S. citizen and must attend or plan to attend an accredited college or university in the United States. The annual award maximum varies for this scholarship.
- The *HISPANIC SCHOLARSHIP FUND* offers a variety of scholarships. Please visit their website at <http://hsf.net/en/scholarships/> for more information.
- The *ILLINOIS HOSPITAL ASSOCIATION SCHOLARSHIP* is offered to a resident of Illinois with a financial need. Applicants must attend and accredited school and have a GPA of 3.5 out of 4.0 or 4.5 out of 5.0. The annual award maximum is \$1,000. The application deadline is April.
- The *PAULA AND DAISY SOROS SCHOLARSHIP FOR NEW AMERICANS* is offered to individuals who hold a “Green” card, a naturalized U.S. citizen or the child of two parents who are naturalized citizens. The annual award maximum includes a living stipend plus an amount equal to half of the annual tuition. The application deadline is November.
- The *PACIFIC ISLANDER’S CULTURAL ASSOCIATION EDUCATIONAL SCHOLARSHIP* is offered to qualified Pacific Islander students who are either starting or continuing college. The annual award maximum is \$1,000. The application deadline is June.
- The *INDIAN HEALTH SERVICES* offers a variety of scholarships to students who have an Indian heritage. Please visit their website at <https://www.ihs.gov/scholarship/index.cfm?> for more information.
- The Tylenol Future Care Scholarship offers scholarships to students based on their balance of academic excellence, leadership, and community involvement. For more information, please visit their website at <http://www.tylenol.com/news/scholarship?id=tylenol/news/subptyschol.inc>.



The following links are provided as resources. RFUMS is not affiliated with any of the websites listed and is not responsible for content accuracy.

<b>Website</b>	<b>Link</b>
Scholarships.com	<a href="http://www.scholarships.com">www.scholarships.com</a>
CollegeBoard	<a href="http://www.collegeboard.org">www.collegeboard.org</a>
College Scholarships.com	<a href="http://www.college-scholarships.com">www.college-scholarships.com</a>
CollegeNet	<a href="http://www.collegenet.com">www.collegenet.com</a>
FastAID	<a href="http://www.fastap.org">www.fastap.org</a>
SallieMae	<a href="http://go.salliemae.com/scholarship">go.salliemae.com/scholarship</a>
Fastweb	<a href="http://www.fastweb.com">www.fastweb.com</a>
FinAid	<a href="http://www.finaid.org">www.finaid.org</a>

**STUDENT FINANCIAL SERVICE GENERAL CALENDAR**

**2016 – 2017 Student Financial Service General Calendar**

<b>Summer 2016</b>	<b>May 31, 2016 – August 5, 2016</b>
Tuition and Fee Due Date:	May 20, 2016
Payment Plan Installment 1	May 20, 2016
Late Fee Applied:	May 31, 2016
Summer Financial Aid Distribution:	May 31 – June 3, 2016
Payment Plan Installment 2	June 20, 2016
Payment Plan Installment 3	July 20, 2016
Additional Loan Request Deadline:	July 22, 2016
Summer Disbursement Refund Deadline	September 1, 2016
<b>Fall 2016</b>	<b>August 15, 2016 – November 4, 2016</b>
Tuition and Fee Due Date:	August 5, 2016
Payment Plan Installment 1	August 5, 2016
Late Fee Applied:	August 15, 2016
Fall Financial Aid Distribution:	August 15 – 19, 2016
Payment Plan Installment 2	September 6, 2016
Payment Plan Installment 3	October 5, 2016
Additional Loan Request Deadline:	October 21, 2016
Fall Disbursement Refund Deadline	November 18, 2016
<b>Winter 2016</b>	<b>November 14, 2016 – February 17, 2017</b>
Tuition and Fee Due Date:	November 4, 2016
Payment Plan Installment 1	November 4, 2016
Late Fee Applied:	November 14, 2016
Winter Financial Aid Distribution:	November 14 – 18, 2016
Payment Plan Installment 2	December 5, 2016
Payment Plan Installment 3	January 4, 2017
Additional Loan Request Deadline:	February 3, 2017
Winter Disbursement Refund Deadline	February 17, 2017
<b>Spring 2017</b>	<b>February 27, 2017 – May 19, 2017</b>
Tuition and Fee Due Date:	February 17, 2017
Payment Plan Installment 1	February 17, 2017
Late Fee Applied:	February 27, 2017
Spring Financial Aid Distribution:	February 27 – March 3, 2017
Payment Plan Installment 2	March 17, 2017
Payment Plan Installment 3	April 17, 2017
Additional Loan Request Deadline:	May 5, 2017
Spring Disbursement Refund Deadline	May 19, 2017

*This guide is intended as general information. Rosalind Franklin University of Medicine and Science reserves the right to change without notice.*

### **2016 – 2017 FINANCIAL AID REFUND DATES**

Students have the right to refund all or part of their Federal Direct Unsubsidized Stafford and/or their Federal Direct Grad PLUS loans without being charged interest and loan fees as long as the refund is processed within 120 days of the original disbursement date. A [Student Loan Refund Form](#) must be completed.

## **STUDENT CONDUCT**

### **STUDENT TREATMENT**

Students have a right to work and study in an environment free from harassment; as such, the university will not tolerate student mistreatment. A primary goal of Rosalind Franklin University of Medicine and Science is the education of students who will meet the health care needs of society in a caring, competent, and professional manner. Insensitivity during training/education runs counter to the fundamental tenets of health care and impairs the ability of many students to maintain their idealism, caring, and compassion past training into their careers. Refer to the Student Mistreatment Statement.

### **STATEMENT OF POLICY ON PROFESSIONALISM AND ETHICS**

All students at Rosalind Franklin University are expected to exhibit professional, responsible and ethical behavior. Students should display this behavior as students in the university, as healthcare providers in the clinical setting and as researchers in the laboratory or clinic. All students should, therefore, possess the highest degree of personal integrity and be able to reason about ethical issues in their professional life. Students are expected to treat patients and research subjects with respect, compassion and sincerity, irrespective of race, color, creed, ethnic origin, religion, disability, gender, sexual orientation, or socioeconomic class, and to maintain strict confidentiality. Students are expected to be honest and trustworthy, to respect the property of others, and to follow the code of professional ethics appropriate to their discipline. Any departures from these standards may result in disciplinary action.

### **PROCEDURES FOR CONSIDERATION OF VIOLATIONS OF PROFESSIONAL AND ETHICAL STANDARDS**

A student alleged to have committed ethical or professional misconduct shall be afforded due notice and process in the investigation, deliberation, and decision about such allegations and potential penalties. The procedures for dismissal for unethical non-academic conduct may be found in the Online Education Student Handbook and the RFUMS Student Policies Handbook.

## **ONLINE EDUCATION STUDENT CONDUCT POLICY**

### **INTRODUCTION**

As members of the Rosalind Franklin University of Medicine and Science (RFUMS) interprofessional community, students assume obligations of academic performance and conduct reasonably imposed by the institution relevant to its objectives and mission. The purpose of the student judicial process is to assist each student in the development of a responsible lifestyle which is rewarding to the individual student, respectful of the rights of others, and compatible with the legal norms of society. The student judicial process plays a supportive role in the development of responsible student behavior. If the behavior of a student conflicts with established university standards, the student judicial process seeks to educate the student about the personal and social consequences of his or her behavior.

The actions imposed in the student judicial process may include educational and disciplinary measures which are designed to contribute to the growth of the student and the welfare of the community. Because the primary goal of the student judicial process is educative, the process is non-adversarial, confidential, and not to be considered analogous to court proceedings.

## **GENERAL INFORMATION**

### **AUTHORITY AND JURISDICTION**

The Student Conduct Policy is recognized as the standard process for handling incidents of student misconduct. The Student Conduct Policy is independent from, and may be implemented in addition to, any other university document, policy or process which may exist and relates to matters of student behavior. This Policy governs all regional or affiliate sites of RFUMS. The Student Conduct Policy applies to the on-campus conduct of all students and registered student organizations. In addition, the university reserves the right to exercise jurisdiction for events or actions occurring off-campus in those instances in which the university's community interest is affected. This Policy also applies to the off-campus conduct of students and registered student organizations in direct connection with:

- 1) Professional practice assignment;
- 2) Academic course requirements, such as internships, rotations, clerkships, or field trips;
- 3) Any activity supporting pursuit of a degree, such as research at another institution;
- 4) Any activity sponsored, conducted, or authorized by the university or by registered student organizations;
- 5) Any activity that causes destruction of property belonging to the University or members of the university community or causes disruption or harm or the threat thereof to the health or safety of members of the university community; or
- 6) Any activity in which a police report has been filed, a summons or indictment has been issued, or an arrest has occurred.

### **STUDENT CONDUCT POLICY AND PUBLIC LAW**

Students continue to subject to local, state, and federal laws while at the university and violations of those laws may also constitute violations of this policy. In such instances, the university may proceed with disciplinary action under this policy whether or not civil or criminal proceeding have been instituted against the student and may impose sanctions for violations of the policy independent of any criminal or civil penalties that may be ordered. Any proceedings initiated through Student Conduct Policy will not be abandoned or withdrawn solely on the grounds that the criminal or civil charges have been dismissed or reduced, nor will the disciplinary proceedings necessarily be delayed pending outcome of the criminal/civil charges.

## **ONLINE EDUCATION STANDARDS OF STUDENT CONDUCT**

### **ACADEMIC INTEGRITY VIOLATIONS**

- *Statement Produced and Approved by the Student Academic Integrity Council 2/3/10*
- *Endorsed by the Council of Deans 3/3/10*

Academic integrity forms the cornerstone for building a professional academic community, where individuals come to teach, learn and discover new knowledge. Academic integrity encompasses ethical standards, profession specific standards, and shared Rosalind Franklin University standards.

These standards apply to all members of our community and support the interprofessional nature of our university, where students from various professions come together to learn

collaboratively with, from, and about each other. These interprofessional collaborative experiences require common standards of academic integrity to ensure that all participants are held to the same standards of academic conduct.

Academic dishonesty violates the university's standards. As an academic community, we will not tolerate any form of academic dishonesty. It is incumbent upon every member of the community to uphold the highest levels of academic integrity.

Because the university prepares students to become healthcare professionals, integrity is particularly important. Academic dishonesty not only violates community standards and corrupts the learning process, but also potentially endangers the very lives of future patients.

### **TYPES OF ACADEMIC INTEGRITY VIOLATIONS**

- 1) **CHEATING**  
Cheating generally occurs on examinations and includes the use 'crib notes', sharing answers, or copying another's answers.
- 2) **FABRICATION**  
Falsifying data or creating data where data doesn't exist.
- 3) **PLAGIARISM**  
Taking credit for another person's work or ideas without proper citation, as generally accepted in academia.
- 4) **REDUNDANT SUBMISSIONS**  
Using the same work more than once to receive credit in multiple courses.
- 5) **FACILITATING VIOLATIONS OF ACADEMIC INTEGRITY**  
Unauthorized collaboration or attempting to influence or change an academic/clinical evaluation for reasons other than merit.
- 6) **UNAUTHORIZED POSSESSION OR DISPOSITION OF ACADEMIC MATERIALS**  
Receiving an advanced unauthorized copy of an examination to obtain unfair advantage; stealing, removing, hiding or damaging another person's study materials or the product of his or her work.
- 7) **UNAUTHORIZED EXAMINATION BEHAVIOR**  
Conversing with another person during an examination, passing or receiving material to/from another person or temporarily leaving an examination site to visit an unauthorized site, or viewing materials in a location (e.g., a washroom) where one cannot be observed.
- 8) Any other behavior that is deemed to violate the statement made in Section IV. A.

### **OTHER STUDENT CONDUCT VIOLATIONS**

Students assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution and suitable to members of the university community. There is no timeframe which governs the university's ability to act to exclude a student or impose disciplinary sanctions on a student for violations of the Standards of the Student Conduct Policy.

### **OTHER TYPES OF STUDENT CONDUCT VIOLATIONS**

- 1) **WITHHOLDING INFORMATION OR GIVING FALSE INFORMATION**  
Withholding information or giving false, misleading, or inaccurate information during a university process or proceeding or to any university department, committee, or official for any reason.

- 2) **DISRUPTION OF UNIVERSITY ACTIVITIES**  
 Conduct that prevents, limits, creates hazards for, or impairs the teaching, research, public service, community, professional, athletic, organizational, administrative, clinical, academic, and/or ordinary business of students, faculty, and staff. Disruptions include, but are not limited to, disruption of building services, noise disruptions, interference with or obstruction of university activities or proceedings, prevention of access to classes, university facilities, and all other university or university- approved events, including conduct in residence halls, hospitals, clinics, practicum or any off-campus activities, study, or training programs.
- 3) **FAILURE TO COMPLY WITH REQUESTS FROM UNIVERSITY OFFICIALS**  
 Failure to comply with requests from university officials, including but not limited to, refusal to show or surrender a university identification card, or failure to respond to mail, e-mail and telephone messages regarding allegations of misconduct.
- 4) **VIOLATION OF RULES, POLICIES, OR PROCEDURES**  
 Violations of any university rules, policies and/or procedures including, but not limited to, the policies on discrimination, harassment, smoking, and use of university resources, property, and facilities.
- 5) **MISUSE OR UNAUTHORIZED USE OF UNIVERSITY OR AFFILIATE FACILITIES, PROPERTY AND GROUNDS**  
 Including, but not limited to, tampering with university property or equipment; causing damage to personal or university property; theft of personal or university property; the sale, receipt, or possession of stolen goods; theft of services including telephone, internet, and cable services; unauthorized access to, presence in, or use of university facilities and grounds; duplication, use, or unauthorized possession of a university key card or key; arson; tampering with fire and/or safety equipment; failure to follow fire drill or other emergency procedures; and violation of university and campus regulations on demonstrations, picketing, and distribution of printed materials.
- 6) **MISUSE OR UNAUTHORIZED USE OF UNIVERSITY DOCUMENTS**  
 Including, but not limited to, alteration, mutilation, misuse or fraudulent use of an official university document or granting permission for the use of a university document by an unauthorized person. Official documents include, but are not limited to, ID badges, course programs, charge slips, receipts, grade reports, transcripts, and computer access/account numbers.
- 7) **MISUSE OR UNAUTHORIZED USE OF UNIVERSITY OR AFFILIATE RESOURCES AND INFORMATION**  
 Including, but not limited to, misuse, theft, or misappropriation of funds, library resources, research, and computer resources or information; misuse of e-mail and internet services including but not limited to harassment, fraudulent activities, unauthorized use of stored data, communication interfaces, computer software or hardware, and library resources and research materials; granting access to others to computer/library resources and/or giving information to a person or persons not authorized to have access to such resources or information; any conduct that impairs the proper access and/or usage of computer/library resources or facilities by members of the university community; any conduct which violates the policies on acceptable use of library services and facilities.
- 8) **OFFENSES INVOLVING SUBSTANCES, PRODUCTS, AND DRUGS**  
 Including, but not limited to, the misuse or unauthorized possession of intoxicants, controlled or illegal substances, or materials dangerous to public health and safety.
- 9) **OFFENSES INVOLVING WEAPONS**  
 Possession, display, or use of firearms, weapons, fireworks, explosives, ammunition, or the abuse of flammable substances.

10) **VIOLATION OF THE RIGHTS OF OTHERS**

Including, but not limited to, actions which are considered hazing, discrimination or harassment, stalking, or coercion; conduct that threatens or endangers the safety of others or constitutes physical or psychological abuse or intimidation; or any other inappropriate or disruptive behavior.

11) **VIOLATION OF REGULATIONS FOR STUDENT ORGANIZATIONS**

Violations of regulations established for student organizations, including but not limited to, financial and student election regulations. Student organizations whose members engage in activities which violate the university's Standards of Conduct may have their campus privileges suspended or revoked and officers and/or members, as individuals, may be subject to individual disciplinary action on the basis of their responsibility for, or participation in, the described activities.

12) **ACTIONS THAT ADVERSELY AFFECT THE UNIVERSITY'S COMMUNITY INTEREST**

Actions that violate the standards contained in the Student Conduct Policy and/or which substantially affect the interest of the university community even if such actions do not occur on university premises or property or at university-sponsored events.

13) **VIOLATION OF LOCAL, STATE OR FEDERAL LAW**

All actions occurring on or off university premises that would constitute a violation of local, state, or federal law.

14) **VIOLATION OF PROFESSIONAL STANDARDS**

Any conduct which violates any commonly recognized or generally accepted professional standards (as defined by the student's college) including, but not limited to, unacceptable conduct in clinical, practicum, or off-campus training.

**DISCIPLINARY ACTIONS**

**GENERAL**

Sanctions are recommended by the Student Academic Judiciary Committee (SAJC) to the Vice President for Student Affairs and Inclusion (VPSAI). For behavioral offenses, the AVPSA has discretionary authority to institute sanctions up to and including **RESTITUTION AND FINES**. All academic integrity recommendations and any sanctions including **UNIVERSITY PROBATION** and beyond will be referred to the college Dean or his/her designee. Students who violate the university's Standards of Student Conduct may be subject to one or more of the following disciplinary actions listed below.

1) **WARNING**

A written warning is an official notice to the student that his/her behavior has violated the Standards of Student Conduct. A letter of warning serves as a notification to the student that further misconduct could result in additional disciplinary action.

2) **DEVELOPMENTAL SANCTION**

An assigned task or tasks intended to involve the student in a positive learning experience appropriate to the violation. Sanctions of this type include, but are not limited to, service to the community, involvement with a university program or committee (e.g. student leadership training, alcohol education seminar, ethics training workshop), or a writing assignment.

3) **MANDATED COUNSELING AND/OR TRAINING**

A requirement that a student participate in personal counseling or training sessions. These sessions may be provided by either the Student Counseling Service or by a non-university affiliated counselor of the student's choosing, but should be outlined by the requirement description. The student can facilitate communication between the counselor and VPSAI when appropriate. Any communications of this sort will not occur

without the student's prior written consent. The number of counseling sessions in which the student participates may be predetermined via sanction or may be at the discretion of the student's counselor. Any payment for sessions held outside of the Student Counseling Center will be the student's responsibility.

4) **RESTITUTION AND FINES**

A payment required to obtain reimbursement for costs associated with or resulting from damage, destruction, loss or theft of property belonging to the university and/or others or increased maintenance or repair costs for the university and/or others. In the case of injury to any person, payment of all medical, hospital and other expenses of the injured person may be required. Proof of full payment shall be required to fulfill the sanction and failure to make payment may result in further disciplinary action.

5) **UNIVERSITY PROBATION**

University probation is a formal notice to the student that his/her behavior is unacceptable within the university community. University probation requires that the student demonstrate during the probationary period that he/she is capable of functioning in a way which does not violate the Standards of Student Conduct. University probation covers a specified period and includes stated requirements. At the end of the specified period, a determination will be made as to whether the student has met the stated requirements or should be subject to further disciplinary action due to failure to meet those requirements. The terms of the probation may include any or all of the following: a requirement that the student report regularly to a member of the administration or faculty; a restriction on participation in co-curricular student activities; a denial of access to university facilities and grounds; or the imposition of other appropriate conditions. A member of the faculty or administration may be named to supervise the terms of the probation. If the student violates the terms of probation, the responsible committee will meet to impose further disciplinary action, which could include an extension of the probation. The responsible committee may also choose to outline, in the letter describing the details of the probation, the consequences for non-compliance. Probation will be noted on the disciplinary record and may be noted on the transcript.

6) **ADMINISTRATIVE LEAVE OF ABSENCE**

Exclusion from academic coursework at RFUMS for a specified period. A student may be required to fulfill one or more conditions during the leave of absence in order to be afforded the privilege of re-entering coursework at the specified date or upon meeting the specified conditions of the leave. Some students on leave of absence may be afforded some privileges of enrolled students excluding participation in coursework.

7) **SUSPENSION**

Exclusion from RFUMS for a specified period. A student may be required to fulfill one or more conditions during his/her suspension in order to be readmitted. This action may also include the suspension of graduation privileges and the issuance of diplomas. The student has the right to re-enter the university or to have his/her privileges reinstated after the specified period only if he/she provides the required verification that the conditions of suspension, if any, have been met. In those circumstances, the student need not re-apply for admission unless otherwise stated as a term for the suspension. The suspension will be noted on the student's disciplinary record and may be noted on the student's transcript at the discretion of the responsible committee.

8) **EXPULSION**

Permanent exclusion from the university as a whole and termination of all rights and privileges associated with student status. The student shall not be re-admitted to any college of RFUMS. This action may include the cancellation of graduation privileges and the withdrawal of, or refusal to award, diplomas. Expulsion will be noted permanently on the student's transcript and disciplinary record.



### **RECORDS ENCUMBRANCE**

The Vice President for Student Affairs and Inclusion may encumber student records until the student has successfully complied with and completed all requirements stated in the written notice containing the hearing outcome and the disciplinary sanctions imposed. In addition, student records may be encumbered for failure to cooperate with the student disciplinary procedures.

### **INTERIM MEASURES**

In cases involving violence, the Vice President for Student Affairs and Inclusion may impose interim measures while the complaint is pending to ensure the well-being of the parties involved in the complaint and the university at large.

### **HEARINGS**

The Vice President for Student Affairs and Inclusion has sole discretion in determining whether a hearing is warranted and he/she will initiate proceedings by notifying the complainant and respondent and by naming the Hearing Officer.

### **DECORUM**

- 1) The Hearing Officer is responsible for maintaining an orderly, fair, and respectful hearing.
- 2) The Hearing Officer has broad authority to respond to disruptive or harassing behaviors, including adjourning the hearing or excluding the offending person.

### **RECORD OF HEARING**

- 1) Complaints, conferences, and hearings are closed to the public. Parties may be accompanied by guests upon prior request and approval of the Hearing Officer but they shall not be permitted to take part in the proceedings.
- 2) No cameras or personal recording devices, other than that used at the discretion of the Hearing Officer to keep an official record of the hearing, will be permitted in the hearing room.
- 3) A copy of the correspondence, the complaint, and response, the exhibits presented at the hearing and the Hearing Board disposition shall be maintained in a file in the Division of Student Affairs and Enrollment Management.

### **APPEARANCE**

- 1) If the accused student does not appear in person at the hearing, the Board may elect to either vote to suspend the accused student until a hearing is held; or vote to proceed with the hearing in the absence of the student.
- 2) A student choosing not to appear may provide the Board with a written signed statement.

### **STANDARD OF PROOF**

To establish that an accused student violated the Student Conduct Policy, a majority of the Hearing Board must conclude that it is more likely than not that the student committed the violation.

### **CASE PRESENTATION**

- 1) The party(ies) is/are expected to be prepared for a clear and complete, yet economical, presentation of their cases.

- 2) The Hearing Officer may impose reasonable time limits on any phase of the proceedings.

#### **EVIDENCE**

- 1) Each party may offer reliable information relevant to the issue and may object to the information offered by the other party.
- 2) It is at the discretion of the Hearing Officer and the Board to determine what information should fairly be included or excluded.
- 3) The party(ies) may also introduce relevant written documents, objects, films, or other materials as exhibits. Each party is responsible for bringing copies of written materials in sufficient number for distribution to Board members and the opposing party at the hearing.
- 4) Party(ies) should offer witness(es) in person whenever possible.
  - a. Each party is responsible for getting their own witness(es) to the hearing.
  - b. If reasonable efforts to accommodate the schedules are not successful, the unavailability of a witness is not a ground for postponement of the hearing.
  - c. If an important witness prefers not to testify, the party(ies) may ask the Hearing Officer to assist in encouraging the witness to testify.
  - d. When necessary, witness(es) may present information by telephone or written statement.
  - e. After a party's witness presents information, the other party may ask questions, and then Hearing Board members may ask questions.
  - f. In cases involving sexual harassment or violence, questions of the complainant and accused may be posed through the Hearing Officer.

The Hearing Officer may exclude witness(es) from those parts of the hearing in which they do not testify. However, the individual who is the complaining witness for the university in a hearing involving a charge of physical aggression/harassment or sexual assault/harassment will have the right to be present in the hearing room throughout the proceedings, not including the deliberative session. Such a witness may also be accompanied by a support person in a non-participatory role.

#### **HEARING BOARD MEMBERSHIP**

- 1) Each Hearing Board is constituted by previously chosen and trained members of the Student Academic Judiciary Committee.
- 2) At least five members will hear each case with representation from each of the university's colleges.
- 3) The Hearing Board will always include faculty from the program or school of the accused.
- 4) Each Hearing Board will consist of both faculty and students.
- 5) Upon request of the Vice President for Student Affairs and Inclusion, university legal counsel will serve as a non-voting member of the Hearing Committee and may attend all proceedings to provide counsel.

#### **HEARING BOARD DELIBERATIONS AND DECISION**

- 1) At the end of the hearing, the Hearing Board will deliberate in closed session. The Hearing Officer, Hearing Board members, as well as legal counsel to the Hearing Board, may attend.
- 2) The decision of the Hearing Board is more than determining responsibility; it is one of assessing the qualifications of the accused student (if determined responsible for the

conduct) for continuing membership in the university community in light of the individual's record of conduct and responsiveness to opportunities, advice, and counsel.

- 3) The Board determines the issues based on the information presented by the parties at the hearing and determines whether the Complainant persuaded them that the accused student violated specified provisions of the Student Conduct Policy.
- 4) The Hearing Board must be prepared to make a judgment based on the information provided even if it is not complete.
- 5) The Board may consult with the Vice President for Student Affairs and Inclusion as needed regarding policy and procedure.

### HEARING BOARD VOTING

- 1) Each panel member will vote on whether or not the accused student is responsible for violating the Student Conduct Policy for each alleged charge.
- 2) To establish that an accused student violated the Student Conduct Policy, a majority of the Hearing Board must conclude that it is more likely than not that the student committed the violation. A majority vote of Hearing Board members is required to find a violation.
- 3) If an accused student is found responsible for one or more items, the Hearing Board will next vote on sanctions, as listed in the Student Conduct Policy.
- 4) The Hearing Board's decision will be communicated in writing by the Hearing Officer to the Vice President for Student Affairs and Inclusion and then to the Dean's designee no later than ten (10) business days following the hearing.
- 5) No one participating in the deliberations will give any party verbal information about the decision or the deliberations.

### NOTICE OF OUTCOME

Decisions regarding the outcome of a complaint will be communicated to the respondent no later than 60 days following from the date of the complaint. In situations warranting special time considerations, this timeframe may be extended. Outcomes will be communicated via writing by either the Vice President for Student Affairs and Inclusion or Dean of the School (or their designee) whichever has appropriate authority. In cases involving harassment or violence, both the respondent and complainant will be informed of the outcomes of the hearing to the extent that the outcomes directly impact the complainant.

### APPEALS

A student who wishes to file an appeal must do so in writing and deliver that appeal to the Vice President for Academic Affairs (VPAA) within ten (10) business days of the date the student received the written notice of decision and sanction. Correspondence or communication that does not meet these requirements is not considered an appeal in accordance with this provision. In cases involving sexual violence/ harassment, both the complainant and the respondent have an equal right to appeal.

### GROUND FOR APPEAL

An appeal may only be based on one or more of the following grounds: (1) procedural error that adversely affected the fairness or reliability of the process; (2) newly discovered information that could affect the outcome (*note: "newly discovered information" means information that was both not previously discovered and could not have been discovered even if the student had exercised due diligence*); and (3) the level of sanction is grossly disproportionate to the misconduct and its surrounding circumstances. The appeal must specifically indicate the

ground(s) for appeal and include sufficient information to enable the Vice President for Academic Affairs to review and decide the matter.

### **GRIEVANCE PROCEDURE**

If a student has not reached a resolution with the university, he/she may file a complaint with their state of residence. Please see below for more information.

- Illinois students may contact the Illinois Board of Higher Education at <http://www.ibhe.org/> or by mail at: 431 East Adams, 2<sup>nd</sup> Floor, Springfield, Illinois 62701-1404
- Wisconsin students may contact the Educational Approval Board, 201 West Washington Avenue, 3<sup>rd</sup> Floor, Madison, WI 53708, (608) 266-1996

### **AUTHORITY OF VICE PRESIDENT FOR ACADEMIC AFFAIRS**

Upon receipt of an appeal that fulfills the requirements of this section, the Vice President for Academic Affairs (VPAA) will review the appeal and may gather and consider any available information that the Vice President for Academic Affairs deems to be relevant to the ground(s) for appeal. The Vice President for Academic Affairs will make a determination on the appeal normally within ten (10) business days of the date the appeal was delivered to the Vice President for Academic Affairs.

The Vice President for Academic Affairs may act as follows:

- 1) If the Vice President for Academic Affairs determines that there actually was a procedural error that could have affected the fairness or reliability of the process, then the Vice President for Academic Affairs will refer the matter to the Vice President for Student Affairs and Inclusion or cognizant Dean (or designee) to implement a process that is free from that procedural error. If the procedural error relates to the Hearing Board process, then resolution may require a new Hearing Board or require the prior Hearing Board to reconvene.
- 2) If the Vice President for Academic Affairs determines that there actually is newly discovered information that could affect the outcome, then the Vice President for Academic Affairs will refer the matter to the Vice President for Student Affairs and Inclusion or cognizant Dean (or designee) to consider that new information at the proper stage. Normally, this would involve the Hearing Board reconvening to consider the additional information.
- 3) If the Vice President for Academic Affairs determines that the level of sanction actually is grossly disproportionate to the misconduct and its surrounding circumstances, then the Vice President for Academic Affairs may adjust the level of sanction as deemed just.
- 4) If the Vice President for Academic Affairs determines that 1, 2, or 3 is not appropriate, no corrective action is needed.

### **STUDENT MISTREATMENT STATEMENT**

The university will not tolerate student mistreatment. A primary goal of Rosalind Franklin University of Medicine and Science is the education of students who will meet the health care needs of society in a caring, competent, and professional manner. A profession based on the ideals of service to others should be sensitive to the humanity of its practitioners, especially during training. Insensitivity during training runs counter to the fundamental tenets of health care and impairs the ability of many students to maintain their idealism, caring, and compassion past training into their careers. This affects the quality of patient care as well as collegial relationships.

This procedure applies to all students enrolled in an online degree program at Rosalind Franklin University of Medicine and Science who think they have been mistreated, either intentional or unintentional, which resulted in a disruption of integrity, trust, and the spirit of learning. Examples of mistreatment include sexual harassment; discrimination or harassment based on race, religion, ethnicity, gender, sexual orientation, physical disability or age; humiliation; psychological or physical punishment; and the use of grading and other forms of assessment in a punitive manner.

## **STUDENT COMPLAINT PROCESS**

- 1) Students who think they experienced “mistreatment” should first try to resolve the issue with the institution’s employee/offender.
- 2) If the student is unable to come to a resolution and wishes to file a complaint, the student should report the specific incident(s) to the offender’s supervisor and to the Dean or Assistant/Associate Dean of their school or to the AVPSA in the Division of Student Affairs and Inclusion, Steven Weiland at 847-578-8349.
- 3) All incidents will be handled in an equitable manner with the guarantee of each student’s rights with appropriate protection for both the complainant and accused.
- 4) Appropriate counseling can be arranged by contacting the Student Counseling Service at 847-578-8723.
- 5) In cases related to criminal activity the student should contact campus security.
- 6) If the student has exhausted all possible attempts with the institution and thinks the institution was unable to satisfactorily resolve the complaint, the student should contact the Illinois Board of Higher Education (IBHE) to:
  - a. File a written complaint through the IBHE online complaint system <http://complaints.ibhe.org/>
  - b. File a complaint using the Complaint Hotline: 217-557-7359 or,
- 7) If a complaint is not resolved at the state level, the student may contact Rosalind Franklin University’s accreditation body, the Higher Learning Commission at 230 South La Salle Street, Suite 7-500, Chicago, Illinois 60604-1413, Phone: 800-621-7440, email: [info@hlcommission.org](mailto:info@hlcommission.org)
- 8) If the student resides in **Wisconsin** and a complaint is not resolved, they can contact the Wisconsin Educational Approval Board  
2001 West Washington Avenue, 3<sup>rd</sup> Floor  
Madison, WI 53708  
608-266-1996

## **GENERAL POLICIES AND INFORMATION**

### **COMMUNICATION METHODS**

University officials will utilize official student records to obtain contact information to notify students of university business. University e-mail accounts, student local addresses, and current student phone numbers will be utilized for this communication. It is the responsibility of all students to notify the Registrar’s Office of any changes in their contact information and to manage communication from the university appropriately.

### **HOLIDAY POLICY**

No academic events are to be scheduled at the main campus during university–recognized holidays. Students participating in clerkships, or assigned to hospitals should follow the schedule for that location, including fulfilling required clinical functions. The university

recognizes that there are other holidays, both religious and secular, that are of importance to individuals and groups on campus. Every effort should be made to avoid an examination or quiz on such a day. Students observing such holidays must inform their instructors at least two weeks in advance. Students making such arrangements are not required to attend classes or take examinations on those days, and faculty will provide reasonable accommodations for such students to make up missed work and examinations. Classes and examinations should not be held on Saturday or Sunday unless also scheduled on alternative dates. A schedule of holidays is listed in HR Holidays

### **JEANNE CLERY ACT**

The “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998”, commonly referred to as the “Clery Act”, requires institutions of higher education receiving federal financial aid to report specified crime statistics on college campuses and to provide safety and crime information to members of the campus community.

This Federal Act was a response to campus safety issues that began to receive greater attention by state and federal legislators during the late 1980s. The Act is modeled on a State of Pennsylvania law that was adopted following the murder of Jeanne Anne Clery in her Lehigh University dormitory in 1986.

Campus Security is responsible for the Publication of “Annual Security and Fire Report”:

- 1) Must be posted on our website by October 1st and includes information about detailed statistics regarding fires or crimes committed on campus and at affiliated locations for the previous three calendar years, and describing specified policies, procedures, and programs regarding safety and security.
- 2) Contact Campus Security for the Annual Security Report.

### **TIMELY WARNING REQUIREMENTS**

- 1) The university is required to report to the campus community crimes that represent a threat to students and/or employees “in a manner that is timely and will aid in the prevention of similar crimes”.
- 2) Emergency Text Messaging, Overhead speakers, Outdoor Siren/P.A. and E-Mail are utilized.

### **DISCLOSURE OF CRIME LOG INFORMATION**

- 1) Campuses that maintain a police or security department must maintain a daily crime log that contains specified information about crimes occurring within their jurisdiction. The log must be made available for public viewing during normal business hours and include information covering the past 60 days. Entries older than 60 days must be made available for seven years.
- 2) Campus Security has the log posted on InSite.

### **CAREER INFORMATION**

For more information on careers in the Healthcare field visit the Occupation Outlook Handbook at <http://www.bls.gov/ooh/>

All position openings that are received by the online programs are transmitted via e-mail to current students and alumni. Student referrals to prospective employers are not based on direct contact with the employer regarding current job openings. Although there is no formal career planning or placement, students are encouraged to contact the program director to discuss various career options.

Rosalind Franklin University of Medicine and Science does not guarantee employment or salary. Employment and salary decisions are outside the control of Rosalind Franklin University of Medicine and Science.

## **STUDENT TO TEACHER RATIO**

The relationship between the faculty and the student is critical to student success in online courses. RFUMS has determined the maximum ratio of students to faculty in online courses is 25:1. Some courses may enroll more than 25 students at the discretion of the faculty and based on the structure and function of the course.

## **UNIQUE FEATURES OF THE ONLINE EDUCATION PROGRAMS**

The program offers students an individualized plan of studies that reflects their specific educational needs and culminates in a graduate degree or certificate.

- Online education format accommodates students' schedules.
- No real-time or on-campus requirements; virtual classroom discussions occur asynchronously—that is, students participate in ongoing interactions with faculty and classmates anytime, anyplace.
- Student orientation and training to the program and online learning.
- Innovative teaching strategies that assist students with their development as leaders in healthcare.
- Committed faculty who are experts in their field and are experienced in online teaching/learning methodologies.
- Student-to-faculty ratio ideal for effective online learning.
- Ongoing, individualized guidance and counseling to assist the student in meeting his/her educational goals.

## **INSTRUCTIONAL FORMAT**

Coursework for the Online Education MS and Certificate programs are completed online with little or no on-campus requirement. The transition Doctor in Physical Therapy program has an on-campus requirement. For online courses, students, faculty and staff maintain contact and interact via the Internet with a user-friendly learning management system (LMS). The LMS provides one location for students to easily access course syllabi and readings; receive and submit assignments and projects; complete exams and course evaluations; and interact with classmates and faculty through discussion postings and private mail messages. The online educational environment is password-protected and accessible only to students registered in courses. Outside of the course environment, students communicate with faculty and staff through university e-mail, telephone, fax and mail as needed.

Students may access their course materials anywhere in the world, at any time, as long as the computer they are using has access to the Internet and a web browser. Courses are delivered asynchronously, as contrasted with real-time, and provide students with greater flexibility and convenience than on-campus classes. The degree and certificate programs, however, are not self-paced; the curricula are designed so that students complete courses each quarter and their entire plans of study in a timely manner.

**COMPUTER REQUIREMENTS**

The following guidelines represent the recommended computer system that is required for the Online Education programs.

Operating System	Windows 7; Windows 8; Mac OS X 10.6 or later
Computer	Intel-based dual core PC or Mac laptop
RAM	8 GB
Hard Drive	500 GB
CD-ROM Drive	CD-R/RW DVD-R/RW
Modem	Cable modem, DSL, 802.11n wireless
Sound Card	Built In
Speakers	Built In
Mouse	Yes or touch pad
Video	SVGA monitor minimum resolution of 800 x 600
Printer	Ink jet or laser; Color or black and white
WebCam	Any camera with a microphone that allows video-conferencing
Microphone	Any microphone that allows for Voice Over PowerPoint Presentation
Backup	External USB backup drive
Java Script	Enabled
Cookies	Enabled

**SOFTWARE:**

REQUIRED SOFTWARE	SOFTWARE DEVELOPER	PURPOSE
Sun Java Runtime Environment (JRE)	JAVA	Learning management system requirements
Microsoft Office 2007 or higher	Microsoft Corporation	WORD: word processing software POWERPOINT: presentation software EXCEL: spreadsheet and statistical analysis software
Anti-virus	AVAST Software Free edition	Protection against computer viruses, worms, etc. <a href="http://www.avast.com/">http://www.avast.com/</a>
Adobe Acrobat Reader 11.0 or higher	Adobe Systems Free download	Reading PDF documents on and off-line.
E-mail Address		Once enrolled in a degree program, a student Gmail account will be provided for use in school-related communication outside of the course environment.

*DUE TO THE RAPID ADVANCES OCCURRING IN TECHNOLOGY AND THE NEEDS OF PARTICULAR COURSES, STUDENTS MAY BE REQUIRED TO UPGRADE OR BUY ADDITIONAL SOFTWARE DURING THE COURSE OF THE PROGRAM.*

- For those who already own a computer system, this information should help determine if an upgrade of their current system is necessary.
- For those who need to purchase a new system, a state-of-the-art system that fits one's budget is recommended.



**INTERNET ACCESS**

Recommended for optimal use with learning management system

**DESKTOP SUPPORT:**

<b>BROWSER</b>	<b>SUPPORTED BROWSER VERSION(S)</b>
Microsoft Internet Explorer	9 or higher
Firefox (preferred browser for D2L)	Newest
Chrome	Newest
Safari	5.1 or higher

**TABLET AND MOBILE SUPPORT:**

<b>DEVICE</b>	<b>SUPPORTED BROWSER VERSION(S)</b>
Android 4.0 or higher	Newest
Apple 6 or higher	Newest
Microsoft Surface	10

\*Please be aware that many companies and military installations have firewalls in place that prevent access to the learning management system.

**WHAT KINDS OF FILES CAN I USE FOR COURSE CONTENT?**

<b>EXTENSION</b>	<b>FILE TYPE</b>	<b>NOTES</b>
HTM, HTML, MHT, MHTML	Web document	D2L Learning Environment strips <title> tag and text within the tag from user created web documents
RTF, PPT, PPS, PDF, DOC, DOCX, PPTX, EXL, XLS, TXT, WPD	Text document	
JPG, JPEG, PNG, GIF, BMP, TIF, TIFF	Image	
SWF, MPG, MPEG, RM, MP3, MP4, M4V, M4A, AVI, WAV, RAM, ASF, MOV, RA	Media	The extensions MP4, M4V, and M4A allow users to drag entire albums, video podcasts, and movies from iTunes

**2016 – 2017 ACADEMIC CALENDAR**

<b>2016 – 2017 Academic Calendar</b>	
<b>Summer 2016</b>	<b>May 31, 2016 – August 5, 2016</b>
Registration Deadline:	April 29, 2016
Memorial Day Holiday:	May 30, 2016
Independence Day Holiday:	July 4, 2016
<i>Summer/Fall Intersession Break:</i>	
	<i>August 8, 2016 – August 12, 2016</i>
<b>Fall 2016</b>	<b>August 15, 2016 – October 21, 2016</b>
Registration Deadline:	July 15, 2016
Labor Day Holiday:	September 5, 2016
Columbus Day Holiday:	October 10, 2016
<i>Fall/Winter Intersession Break</i>	
	<i>October 24, 2016 – November 11, 2016</i>
<b>Winter 2016</b>	<b>November 14, 2016 – February 3, 2017</b>
Registration Deadline:	October 14, 2016
Thanksgiving Holiday:	November 24 & 25, 2016
Winter Break:	December 19, 2016 – January 2, 2017
Martin Luther King, Jr., Day Holiday:	January 16, 2017
President's Day Holiday:	February 20, 2017
<i>Winter/Spring Intersession Break</i>	
	<i>February 6, 2017 – February 24, 2017</i>
<b>Spring 2017</b>	<b>February 27, 2017 – May 5, 2017</b>
Registration Deadline:	January 27, 2017

*Students should consult with the course syllabus for start and end dates for a specific course.*

**Commencement:** Friday, June 2, 2017 (tentative)

## ONLINE EDUCATION PROGRAMS

### DEPARTMENT OF HEALTH SERVICES ADMINISTRATION

#### **MISSION STATEMENT**

The mission of the Department of Health Services Administration is to support the mission of the university and the College of Health Professions by preparing healthcare professional students to develop competencies to assume leadership roles in healthcare to improve the health of the nation.

#### **VISION**

To graduate fully skilled and competent future leaders in healthcare by providing academic excellence, serving with integrity and respecting diversity.

#### **GOALS**

The goals of the Department of Health Services Administration are:

- To prepare graduates to assume leadership roles within and among interprofessional healthcare teams.
- To prepare graduates to improve the quality of care through patient-centered, interprofessional, and evidence-based healthcare teachings.
- To prepare graduates to critically assess current interprofessional research and scholarship to enhance health care for all.
- To provide an interprofessional environment for faculty, staff and students to excel in areas of leadership, teaching, scholarship, and service to all.

### **DEPARTMENT OF HEALTH SERVICES ADMINISTRATION MASTER OF SCIENCE DEGREE/ CERTIFICATE PROGRAMS**

**HEALTH ADMINISTRATION (HA) PROGRAM**-The Health Administration curriculum, which includes courses such as leadership, evidence-based management, finance, law, marketing, and information management, is designed to equip individuals with the knowledge and skills to integrate best business practices to meet the challenges of a complex healthcare delivery system.

Educational options are:

- *THE MASTER OF SCIENCE IN HEALTH ADMINISTRATION (MINIMUM OF 45 QH)* is an online program designed to augment students' education and professionals' experiences with business acumen to better plan for and respond to changes in the healthcare industry.
- *THE CERTIFICATE IN HEALTH ADMINISTRATION* is designed to advance students' knowledge and skills in leadership and the business aspects of health administration.

#### **HEALTH ADMINISTRATION PROGRAM GOALS**

The purpose of the Health Administration Program is to prepare students to become future leaders in the healthcare industry. To achieve this goal, the educational experience will:

- Enhance interprofessional administration skills.
- Foster the desire and skill to engage in the clinical inquiry process.
- Assist students in developing a depth of knowledge, skill, and investigative attitude toward research, business, and leadership expertise.
- Enhance the ability to engage in self-directed, life-long learning.
- Prepare the graduate for leadership roles in the clinical setting.

#### Program Competencies

- Health Administration Knowledge
- Leadership and Communication in Health Administration
- Critical Inquiry and Research in Health Administration
- Business Knowledge in the Healthcare Environment
- Knowledge of the Healthcare Environment

#### **UNIQUE FEATURES OF THE HEALTH ADMINISTRATION PROGRAM**

The program offers students an individualized plan of studies that reflects their specific educational needs and culminates in a graduate degree or certificate.

- Graduate degree can be completed in two years at part-time enrollment, four quarters at full-time enrollment.
- Capstone: Final portfolio to synthesize and apply the educational experience.

#### **APPLICATION INFORMATION**

The Health Administration Program uses a “rolling admissions” process where applications are reviewed, decisions are made, and students are enrolled every quarter. For maximum consideration, applicants should submit all application materials prior to the deadline of the start of the quarter they wish to enter. To initiate the application process, you must submit all required application items through [RFUCAS](#). Questions concerning the application should be directed to the Office of CHP Admissions.

#### **ADMISSION REQUIREMENTS**

The following are required for admission into the Master of Science and Certificate in Health Administration:

- Bachelor's degree from an accredited university or college in any discipline.
- Cumulative minimum grade point average of 2.75 on a 4.0 scale.
- Work experience in a related health or science field is recommended, but not required.
- Students currently or recently enrolled in other programs at Rosalind Franklin University of Medicine and Science and Alumni should contact the CHP admissions office for an alternative concurrent/short application form and requirements.

#### **TRANSFER CREDIT**

A maximum of 9 quarter hours of graduate credit may be accepted from other accredited institutions into the Master of Science program. No transfer credit will be awarded for the certificate program. Students requesting transfer credit must complete a transfer credit request form and submit this to the Program Director. No credit will be given for life experience or through proficiency examinations.

#### **GRADUATE REQUIREMENTS FOR MASTER OF SCIENCE DEGREE**

- Successful completion of a minimum of 45 quarter hours
- 37 quarter hours of core courses
- 6 quarter hours of electives
- 3 quarter hours of final portfolio course
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all course requirements within 5 years from the date of enrollment
- Recommendation to the Board of Trustees by the faculty of the department via the Dean of the College of Health Professions, via the President of the university
- Be in good standing with regard to financial commitment and professional integrity

**REQUIREMENTS FOR THE CERTIFICATE IN HEALTH ADMINISTRATION**

- Students will choose one of two areas of emphasis (Business or Leadership).
- Students will complete all courses in the chosen areas of emphasis.
- Students will complete the following courses (Business emphasis):
  - HHCM 508 Marketing Healthcare (4 QH)
  - HHCM 509 Statistics for Health Professionals (4 QH)
  - HHCM 516 Risk and Quality Management (3 QH)
  - HHCM 551 Accounting and Financial Management in Healthcare (4 QH)
- Students will complete the following courses (Leadership emphasis):
  - HHCM 520 Cultural Diversity and Management of Healthcare Services (3 QH)
  - HHCM 522 Healthcare Policy and Delivery Systems (4 QH)
  - HHCM 524 Organizational Behavior and Human Resources (3 QH)
  - HHCM 525 Strategic Planning and Leadership (3 QH)
- Cumulative grade point average of 3.0 (B) or better.
- Successful completion of all certificate requirements within 2 years from the date of enrollment.

**HEALTH ADMINISTRATION COURSES**

**CORE COURSES**

HHCM 507 Healthcare Informatics (3 QH)  
 HHCM 508 Marketing Healthcare (4 QH)  
 HHCM 509 Statistics for Health Professionals (4 QH)  
 HHCM 515 Healthcare Law (3 QH)  
 HHCM 516 Risk and Quality Management in Healthcare (3 QH)  
 HHCM 517 Management Ethics (3 QH)  
 HHCM 521 Evidence-based Management (3 QH)  
 HHCM 522 Healthcare Policy and Delivery Systems (4 QH)  
 HHCM 524 Organizational Behavior and Human Resources (3 QH)  
 HHCM 525 Strategic Planning and Leadership in Healthcare (3 QH)  
 HHCM 551 Accounting and Financial Management in Healthcare (4 QH)

**ELECTIVES COURSES**

HHCM 510 Global Health (3 QH)  
 HHCM 511 Healthcare Management in Non–Hospital Settings (3 QH)  
 HHCM 518 Insurance Dimensions (3 QH)  
 HHCM 519 Practice Management (3 QH)  
 HHCM 520 Cultural Diversity and the Management of Healthcare Services (3 QH)  
 HHCM 523 Current Topics in Healthcare Administration and Management (3 QH)  
 HHCM 530 Introduction to Public Health (4 QH)  
 HHCM 552 Independent Study (1-6 QH)  
 HHCM 560 Healthcare Literacy (3 QH)  
 HHCM 570 Health and Family Communication (3 QH)  
 HHCM 571 Introduction to Health Communication (3 QH)  
 HHCM 572 Health (Care) on the Big Screen (3 QH)  
 HHCM 630 Public Health Epidemiology (4 QH)  
 HPOP 508 Health Program Planning and Evaluation (4 QH)  
 HPOP 535 Health Economics Policy and Advocacy (3 QH)  
 HPOP 540 Essentials of Population Health (3 QH)  
 HPOP 541 Community Health Assessment (3 QH)  
 HPOP 543 Research Methodology 1 (3 QH)

**CAPSTONE EXPERIENCE**

HHCM 590 Final Portfolio (3 QH)

**COURSE DESCRIPTIONS**

**HHCM 507 – Healthcare Informatics (3 QH)**

This course will provide an overview of the management of data and information resources critical to effective and efficient healthcare delivery. Course concepts will include: insuring accurate and complete data; coding for reimbursement; ensuring quality of data; analyzing data for decision support, research, and public policy; and the protection of patient privacy and security. Interactions with healthcare entities such as patient care organizations, payers, research and policy agencies, etc. will also be discussed.

*MS core course offered during spring and summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 508 – Marketing Healthcare (4 QH)**

This course will examine critical aspects of marketing management including price, product, promotion, and distribution of healthcare services as well as internal and external forces that impact marketing. The student will be introduced to strategies that provide competitive opportunities to create value for the healthcare organization and improve customer satisfaction.

*MS core and certificate course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 509 – Statistics for Health Professionals (4 QH)**

This course will provide basic principles of general statistical analysis, presentation and application of data, as well as health information statistics specific to healthcare and the analysis, presentation, reporting and application of this data. This course is intended to provide the student with a review of basic statistics and an introduction to data which is collected and measured in healthcare facilities.

*MS core and certificate course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 510 – Global Health (3 QH)**

The course is designed to introduce students to progress made in improving human health world-wide and understanding the challenges that remain. Students will focus on learning the principles and measures of health improvement, global health themes and diseases, the impact of disease on populations such as women and children, and how they can work as interprofessional team members to address these issues.

*MS elective course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 511 – Healthcare Management in Non-Hospital Settings (3 QH)**

While the hospital is the centerpiece of the health care system, so much health care is delivered outside this setting. Students will be introduced to many healthcare services outside the traditional setting of the hospital and gain knowledge of the operations of such healthcare settings. The course will be divided into four parts: Traditional Care, Diagnosing, Acute-Care Treatment, and Chronic Care and within each area students will explore the basic operations of various health care settings such as outpatient clinics and surgical centers, pharmacies, outpatient laboratories, chiropractic centers, adult day care and hospice care.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 515 – Healthcare Law (3 QH)**

This course reviews the American legal system as the context within which to consider contemporary medico-legal issues. The course’s intent is to provide a legal framework where healthcare administration and management issues can be explored in collaboration with legal counsel. The curriculum addresses such topics as: professional liability, corporate entity risk considerations, and relevant legislative activities reshaping the healthcare industry and tort reform initiatives. Representative case law and studies will augment the legal theories presented in the course.

*MS core course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 516 – Risk and Quality Management in Healthcare (3 QH)**

This course will explore the risk and quality management processes in depth. The student will be introduced to risk management strategies that reduce the likelihood of harm to people and financial loss in addition to quality management activities to assure that standards are met and to optimize the quality of healthcare. As these functions are interwoven throughout the organization (e.g., information management, medical staff issues, insurance, claims administration, etc.), the concept of risk and quality management as “everyone’s responsibility” will be emphasized.

*MS core and certificate course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 517 – Management Ethics (3 QH)**

The course will provide an overview of bioethics including a broad range of potential concerns in which the healthcare manager may become involved. This encompasses a familiarization with bioethics nomenclature, understanding the ethical decision-making process, and developing an appreciation for the ethical challenges of administrators and clinical practitioners. Legal and risk management issues surrounding ethical dilemmas in healthcare organizations will be examined in addition to the roles of institutional ethics committees and consultants.

*MS core offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 518 – Insurance Dimensions (3 QH)**

This course is intended to provide the student with an understanding of the principles of insurance related to healthcare organizations. The curriculum focuses on insurance in the healthcare setting, risk financing considerations, and insurance policy analysis. The impact of recent national and world events, changing economic, and policies as they relate to the healthcare insurance industry will also be explored.

*MS elective course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 519 – Practice Management (3 QH)**

Practice Management offers the essential elements and support for a successful healthcare practice concentrating on facility management and organizational skills. Topics will include the organizational management landscape and management functions such as planning and decision-making, organizing, staffing, and budgeting. This course will also address practical concerns such as committees and teams and human resource management considerations such as training and development, retention and recruitment, and communication. This elective course establishes a foundation for growth and professional opportunity for the health management professional.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 520 – Cultural Diversity and the Management of Healthcare (3 QH)**

This course introduces the student to the importance of providing culturally appropriate health care for the diverse ethnic populations encountered in the U.S. healthcare system. The significance of family traditions, cultural heritage, and health and healing traditions on the patient's interaction with the healthcare delivery system and providers will be explored. Students will develop interventions that providers and managers of healthcare can use to diminish the conflict that patients may experience between their traditions related to cultural heritage and the American healthcare system.

*MS elective and certificate course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 521 – Evidence Based Management (3 QH)**

This course provides an introduction to the utilization of best evidence in managing healthcare issues. The curriculum is intended to prepare the student to identify management problems and develop a related path of focused inquiry, evaluate reliable databases and searching strategies to find evidence, and base management decisions on the best evidence available.

*MS core course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 522 – Healthcare Policy and Delivery Systems (4 QH)**

The historical evolution of health services provides a backdrop for the core focus of this course: the study of the healthcare system. The curriculum includes an analysis of the current changes in the healthcare environment and the problems affecting the delivery of healthcare in the United States that create a demand for government action. A study of the process of policy formation underscores the complexity and difficulty of government action. Economic and political approaches to health policy analysis will be introduced with a particular focus on contrasting competitive and regulatory approaches to the resolution of health policy problems.

*MS core and certificate course offered during winter and spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 523 – Current Topics in Healthcare Administration and Management (3 QH)**

Health care administrators and managers must be knowledgeable about current topics that face their profession. Using critical inquiry and research skills, students will explore current topics and controversies in the field of healthcare administration and management. The ability to analyze, research and apply the findings to contemporary issues will be stressed.

*MS elective course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 524 – Organizational Behavior and Human Resources (3 QH)**

This course in Organizational Behavior (OB), and Human Resources (HR), is designed to introduce students to organizational behavior theory, organizational communication and human resource management principles to effectively lead and manage an organization. The Organizational Behavior students will apply management and leadership techniques garnered from successful healthcare organizations to understand and practice management functions, including: understanding employee behavior and motivation, assessing performance, employing groups and teams, operationalizing communication, evaluating conflict, and making appropriate business decisions. The Human Resources functions of planning, recruiting, selecting, training, and appraising will be emphasized. Realistic case studies, collaborative discussions, practical research and peer reviews will be used to develop students' skills in organizational behavior and human resource management. Other topics will include rights and responsibilities of employers and employees, and future trends.

*MS core and certificate course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.



**HHCM 525 – Strategic Planning and Leadership in Healthcare (3 QH)**

This course is intended to introduce the student to leadership skills and strategic planning in healthcare organizations. Creative, collaborative problem solving within the context of current strategic issues in healthcare will be explored. The course content provides an overview of the strategic planning process including the elements required to successfully develop and implement short and long-term plans. The course focuses on leadership skills and qualities necessary to succeed and thrive in the healthcare industry as well as assist the students in applying theories of leadership, motivation, communication and conflict management. Students will learn the construction of a strategic plan and analyze the state of strategic planning in the healthcare industry. Additionally, students will have the opportunity to analyze their own leadership skills and create an action plan for leadership development by assessing their personal leadership strengths and weaknesses.

*MS core and certificate course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 530 – Introduction to Public Health (4 QH)**

This course provides an overview of the history, scope, and processes of public health since its beginning in the United States. Readings and course projects introduce the connection between public health and population health outcomes. Using conceptual foundations and applied solutions students will use *course readings and analyze case studies* designed to improve their knowledge of the impact of the role of public health.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 551 – Accounting and Financial Management in Healthcare (4 QH)**

The course is intended to prepare the student to effectively interact with financial management staff and participate in various aspects of financial control and planning. The curriculum provides a historical perspective of financial management in healthcare, identifying trends in the industry and the forces that influence the financing of healthcare organizations. Financial statements, the interpretation and analysis of financial reports, and topics such as cost-benefit analysis, budgeting, and capital management will also be addressed. Consideration will be given to the cost effectiveness and financial future of healthcare organizations.

*MS core and certificate course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 552 – Independent Study (1 – 6 QH)**

The independent study is an individualized learning experience designed to meet specific educational needs of the student.

*MS elective course offered all quarters.*

**Prerequisite:** Approval from department chair

**HHCM 560 – Health Literacy (3 QH)**

Health Literacy has become a public health priority. Many factors impact communication with patients and their families. This course explores how age, culture, language proficiency and socioeconomic conditions significantly impact patient-provider communication. Readings and course project introduce the connection between effective communication and health outcomes. Using conceptual foundations and applied solutions students will use course readings and team discussions to prepare to conduct field research and analyze case studies designed to improve the ability to communicate with patients and overcome barriers related to patient compliance with treatment plans and appropriate use of healthcare resources. Traditional, social and electronic media will be addressed.

*MS elective course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHCM 570 Health and Family Communication (3 QH)**

The course, Health and Family Communication, addresses health-issues that families may experience, while situating them with a theoretical context. Using theories such as Family Systems Theory and Communication Privacy Management Theory, this course will take a Lifespan Approach to better understand family health issues. Some of the topics that will be covered in this course may include caregiving responsibilities, long-term disease, disability, addiction, psychological disruption, sexual health, and end of life issues as they affect the family system. Cultural and social norms, in addition to public and health policies, are also addressed as they provide insight into the larger scope of understanding family and health communication. Ultimately, the health of family members impacts the functioning of the family system.

*MS elective course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHCM 571 Introduction to Health Communication (3 QH)**

Because of the increasing degree of health consciousness in our society, individuals not only interact more frequently with health care providers, but health care organizations play more active roles in their surrounding communities. In addition, health care cultures are changing. Health care organizations play active social and political roles when responding to national health issues or crises. Hence, it is important that we, as consumers of health care, understand the communication challenges that are inherent within health care organizations as well as within the wider national and global socio-political contexts, and how those can impact the effectiveness of our communication as participants in health care systems.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHCM 572 Health (Care) on the Big Screen: Issues, Images, Messages, and Portrayal (3 QH)**

This course explores and examines selected 20<sup>th</sup> and 21<sup>st</sup> century films that have played a substantial role in engaging society-at-large regarding a range of health issues, particularly in the context of media, health literacy, and health disparities. Grounded in framing theory from a social construction perspective, students critique and analyze the manner in which these films' content aid audiences' *understanding of* and or feed *misconceptions about* health issues, and how healthcare professionals can use this medium in their communication toolkit.

*MS elective course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHCM 590 – Final Portfolio (3 QH)**

The purpose of the final portfolio is for the Health Administration student who has successfully completed all required courses in the program to demonstrate achievement of the Program competencies. The intended outcome is to demonstrate the student's mastery of program and course goals and objectives and demonstrate proficiency of competencies learned. The student will make a formal PowerPoint presentation to faculty.

*Capstone course offered all quarters.*

**Prerequisite:** Successful completion of Health Administration courses or concurrent enrollment in course with final courses. *ALL REFLECTION PAPERS MUST BE COMPLETED PRIOR TO REGISTRATION FOR THE COURSE.*

### **HHCM 630 – Public Health Epidemiology (4 QH)**

This course explores the epidemiology of infectious and acute disease. Using conceptual foundations and applied solutions students will use *course readings and team discussions* to prepare to examine the impact of infectious diseases involving various populations. This will also include taxonomy and the chain of infection required for successful transmission of disease.

*MS elective course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HPOP 508 – Health Program Planning and Evaluation (4 QH)**

This course provides the theoretical foundations of public health program planning and evaluation for defined populations. Evaluation findings will be used to make recommendations for future programming or program revisions.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HPOP 535 – Health Economics, Policy, and Advocacy (3 QH)**

This course addresses community health topics in order to provide the skills required to delineate health status and design appropriate interventions and ongoing evaluation strategies for improved health of a defined community. The student will use evidence to identify the health-related needs, collect appropriate data to support those defined needs, determine health disparities and identify resources to meet a set of priorities.

*MS elective course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HPOP 540 – Essentials of Population Health (3 QH)**

This course is designed as an overview of the essentials of population health practices to address the prioritized healthcare needs of populations with a goal of making recommendations to improve access to care, improve quality of care and reduce cost of care.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HPOP 541 (formerly HHCM 541) – Community Health Assessment (3 QH)**

This course addresses community health topics in order to provide the skills required to delineate health status and design appropriate interventions and ongoing evaluation strategies for improved health of a defined community. The student will use evidence to identify health-related needs, collect appropriate data to support those defined needs, determine health disparities and identify resources to meet a set of priorities.

*MS elective course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HPOP 543 – Research Methodology 1 (3 QH)**

This course exposes students to both quantitative and qualitative foundations of research methods. Students engage in projects where they apply theoretical principles in applied settings. Real-life limitations to traditional research when methods are utilized in applied settings are discussed. Students will be prepared to ask and answer basic research questions.

*MS elective course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

*Courses, course descriptions, and quarter offered are subject to change without prior notice.*

**PROGRAM COMPLETION**

- Full-time schedule – Completion in 4 quarters
- Part-time schedule – Completion in two years enrolling in two classes each quarter

<b>Part-Time</b>	<b>Full-Time</b>
<b>Fall Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HHCM 515 Healthcare Law (3 QH) HHCM 525 Strategic Planning and Leadership in Healthcare (3 QH)	HHCM 515 Healthcare Law (3 QH) HHCM 525 Strategic Planning and Leadership in Healthcare (3 QH) HHCM 551 Accounting and Financial Management in Healthcare (4 QH) Elective (3 QH)**
<b>Year 2</b>	
HHCM 551 Accounting and Financial Management in Healthcare (4 QH) Elective (3 QH)**	
<b>Winter Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HHCM 509 Statistics for Health Professionals (4 QH) HHCM 522 Healthcare Policy and Delivery Systems (4 QH)	HHCM 508 Marketing Healthcare (4 QH) HHCM 509 Statistics for Health Professionals (4 QH) HHCM 517 Management Ethics (3 QH) HHCM 522 Healthcare Policy and Delivery Systems (4 QH)
<b>Year 2</b>	
HHCM 508 Marketing Healthcare (4 QH) HHCM 517 Management Ethics (3 QH)	
<b>Spring Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HHCM 507 Healthcare Informatics (3 QH) HHCM 524 Organizational Behavior and Human Resources (3 QH)	HHCM 507 Healthcare Informatics (3 QH) HHCM 516 Risk and Quality Management in Healthcare (3 QH) HHCM 524 Organizational Behavior and Human Resources (3 QH) Elective (3 QH)**
<b>Year 2</b>	
HHCM 516 Risk and Quality Management in Healthcare (3 QH) Elective (3 QH)**	
<b>Summer Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HHCM 521 Evidence Based Management (3 QH) Elective (3 QH)**	HHCM 521 Evidence Based Management (3 QH) HHCM 590 Final Portfolio (3 QH) Elective (3 QH)**
<b>Year 2</b>	
HHCM 590 Final Portfolio (3 QH) Elective (3 QH)**	

\*\*Two electives are required for degree completion.

## **POPULATION HEALTH CERTIFICATE**

*THE POPULATION HEALTH STRATEGIES CERTIFICATE (13 QH)* is designed to prepare students for employment in the fields of population health, public health, and health and wellness as well as those who work in health-related businesses that want to understand and improve the health and well-being of the population. The certificate will be appropriate for individuals who intend to enhance their skills in their current healthcare career such as healthcare administration and management, medicine, physical therapy, and physician assistant studies. It will also appeal to individuals who are career changers and want to pursue new opportunities in the emerging field of population health.

*THE POPULATION HEALTH ANALYTICS CERTIFICATE (14 QH)* is designed to prepare students for employment in the fields of population health, public health, and health and wellness as well as those who work in health-related businesses that desire to improve the health and well-being of their clients. The certificate is intended to provide individuals with solid skills in the field of health analytics to critically evaluate healthcare programs and policy interventions using sound research methodologies, statistical techniques and ethnographic principles. Students will also become competent in using informatics and the epidemiological approach in making strategically focused healthcare recommendations based on research findings.

### **CERTIFICATE LEARNING OBJECTIVES**

Upon completion of the Population Health Strategies Certificate the student will:

- Apply knowledge of population health.
- Assess community health issues.
- Analyze healthcare data.
- Recommend evidences-based health interventions.
- Integrate interprofessional communication practices to engage the community.

Upon completion of the Population Health Analytics Certificate the student will:

- Analyze data to measure performance using industry relevant statistical software packages.
- Analyze data to measure patient outcomes using industry-relevant statistical software packages.
- Interpret healthcare data to make recommendations to improve healthcare quality while containing cost.
- Employ analytical tools and techniques to answer questions related to healthcare issues.
- Interpret data effectively to prepare technical reports.
- Create recommendations to increase the effectiveness of healthcare organizations through the applications of Information Systems.

### **APPLICATION INFORMATION**

The Population Health Certificate Program uses a “rolling admissions” process where applications are reviewed, decisions are made, and students are enrolled every quarter. For maximum consideration, applicants should submit all application materials prior to the deadline of the start of the quarter they wish to enter. To initiate the application process, you must submit all required application items through [RFUCAS](#). Questions concerning the application should be directed to the Office of CHP Admissions.

### **ADMISSION REQUIREMENTS**

The following are required for admission into the Population Health Certificate:

- Bachelor's degree from an accredited university or college in any discipline.
- Cumulative minimum grade point average of 2.75 on a 4.0 scale.
- Work experience in a related health or science field is recommended, but not required.
- If the applicant does not hold U.S. citizenship or permanent residency, they will need an official score report from TOEFL. (This may be waived if the applicant has been a full-time student at a U.S. college or university for at least two consecutive years, or if they are from a country in which English is a primary language.)

### **FOR STUDENTS CURRENTLY ENROLLED AT ROSALIND FRANKLIN UNIVERSITY:**

- Students must be in good standing.
- Students must complete an [online application](#): the College of Health Professions Application for Concurrent RFUMS enrollment and submit the following to CHP Admissions:
  - A personal essay indicating your reasons for pursuing the certificate.
  - A program Chairperson/academic advisor's letter of support, verifying your academic performance will not be jeopardized by the concurrent enrollment.

### **REQUIREMENTS FOR POPULATION HEALTH STRATEGIES CERTIFICATE COMPLETION**

- Students will complete the following courses:
  - HHCM 509 Statistics for Health Professionals (4 QH)
  - HHCM 516 Risk and Quality Management in Healthcare (3 QH)
  - HPOP 540 Essentials of Population Health (3 QH)
  - HPOP 541 Community Health Assessment (3 QH)
- Cumulative grade point average of 3.0 (B) or better.
- Successful completion of all certificate requirements within 2 years from the date of enrollment.

### **REQUIREMENTS FOR POPULATION HEALTH ANALYTICS CERTIFICATE COMPLETION**

- Students will complete the following courses:
  - HHCM 507 Healthcare Informatics (3 QH)
  - HHCM 630 Epidemiology (4 QH)
  - HPOP 508 Health Program Planning and Evaluation (4 QH)
  - HPOP 543 Research Methodology 1 (3 QH)
- Cumulative grade point average of 3.0 (B) or better.
- Successful completion of all certificate requirements within 2 years from the date of enrollment.

### **POPULATION HEALTH CERTIFICATE COURSES**

#### **HHCM 507 – Healthcare Informatics (3 QH)**

This course will provide an overview of the management of data and information resources critical to effective and efficient healthcare delivery. Course concepts will include: insuring accurate and complete data; coding for reimbursement; ensuring quality of data; analyzing data for decision support, research, and public policy; and the protection of patient privacy and security. Interactions with healthcare entities such as patient care organizations, payers, research and policy agencies, etc. will also be discussed.

*Population Health Analytics certificate course offered during spring and summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 509 – Statistics for Health Professionals (4 QH)**

This course will provide basic principles of general statistical analysis, presentation and application of data, as well as health information statistics specific to healthcare and the analysis, presentation, reporting and application of this data. This course is intended to provide the student with a review of basic statistics and an introduction to data which is collected and measured in healthcare facilities.

*Population Health Strategies certificate course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 516 – Risk and Quality Management in Healthcare (3 QH)**

This course will explore the risk and quality management processes in depth. The student will be introduced to risk management strategies that reduce the likelihood of harm to people and financial loss in addition to quality management activities to assure that standards are met and to optimize the quality of healthcare. As these functions are interwoven throughout the organization (e.g., information management, medical staff issues, insurance, claims administration, etc.), the concept of risk and quality management as “everyone’s responsibility” will be emphasized.

*Population Health Strategies certificate course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 630 –Epidemiology (4 QH)**

This course explores the epidemiology of infectious and acute disease. Using conceptual foundations and applied solutions students will use *course readings and team discussions* to prepare to examine the impact of infectious diseases involving various populations. This will also include taxonomy and the chain of infection required for successful transmission of disease.

*Population Health Analytics certificate course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HPOP 508 – Health Program Planning and Evaluation (4 QH)**

This course provides the theoretical foundations of public health program planning and evaluation for defined populations. Evaluation findings will be used to make recommendations for future programming or program revisions.

*Population Health Analytics certificate course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HPOP 535 – Health Economics, Policy, and Advocacy (3 QH)**

This course addresses community health topics in order to provide the skills required to delineate health status and design appropriate interventions and ongoing evaluation strategies for improved health of a defined community. The student will use evidence to identify the health-related needs, collect appropriate data to support those defined needs, determine health disparities and identify resources to meet a set of priorities.

*Population Health Analytics certificate course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HPOP 540 – Essentials of Population Health (3 QH)**

This course is designed as an overview of the essentials of population health practices to address the prioritized healthcare needs of populations with a goal of making recommendations to improve access to care, improve quality of care and reduce cost of care.

*Population Health Strategies certificate course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HPOP 541 (formerly HHCM 541) – Community Health Assessment (3 QH)**

This course addresses community health topics in order to provide the skills required to delineate health status and design appropriate interventions and ongoing evaluation strategies for improved health of a defined community. The student will use evidence to identify health-related needs, collect appropriate data to support those defined needs, determine health disparities and identify resources to meet a set of priorities.

*Population Health Strategies certificate course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HPOP 543 – Research Methodology 1 (3 QH)**

This course exposes students to both quantitative and qualitative foundations of research methods. Students engage in projects where they apply theoretical principles in applied settings. Real-life limitations to traditional research when methods are utilized in applied settings are discussed. Students will be prepared to ask and answer basic research questions.

*Population Health Analytics certificate course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

*Courses, course descriptions, and quarter offered are subject to change without prior notice.*



## **DEPARTMENT OF INTERPROFESSIONAL HEALTHCARE STUDIES**

The Institute of Medicine reports that an interprofessional healthcare model is vital to effective patient care. At Rosalind Franklin University of Medicine and Science, interprofessional practice begins with interprofessional education. Our students gain the foundation and skills necessary to remain competitive in the ever-evolving field of health care.

The Interprofessional Healthcare Studies Department is committed to providing proactive and innovative experiences that enable professionals to become collaborative practitioners. Programs in Health Professions Education and Interprofessional Healthcare Studies offer healthcare professionals and students the opportunity to study in an interprofessional environment to enhance their communication skills and professionalism necessary to participate as part of an interprofessional healthcare team.

### **DEGREE/CERTIFICATE PROGRAMS**

The Interprofessional Healthcare Studies Department offers a Master of Science in Health Professions Education (HPE), or a Certificate in Online Instruction, and Doctor of Science or Doctor of Philosophy in Interprofessional Healthcare Studies (DSc/PhD) with an option to concentrate in Health Professions Education.

### **APPLICATION INFORMATION**

For maximum consideration, applicants should submit all application materials prior to the deadline of the start of the quarter they wish to enter. To initiate the application process, you must submit all required application items through [RFUCAS](#). Questions concerning the application should be directed to the Office of CHP Admissions.

Applications for the **PHD OR DSC IN INTERPROFESSIONAL HEALTHCARE STUDIES** are only accepted for fall admission.

The **MS IN HEALTH PROFESSIONS EDUCATION AND CERTIFICATE IN ONLINE INSTRUCTION** uses a “rolling admissions” process where applications are reviewed, decisions are made, and students are enrolled every quarter.

## **HEALTH PROFESSIONS EDUCATION PROGRAMS**

### **MASTER OF SCIENCE IN HEALTH PROFESSIONS EDUCATION OR CERTIFICATE IN ONLINE INSTRUCTION**

#### **DESCRIPTION OF MASTER OF SCIENCE PROGRAM**

*THE MASTER OF SCIENCE IN HEALTH PROFESSIONS EDUCATION (MINIMUM OF 45 QH)* program provides healthcare professionals with the practical skills necessary for educating the next generation of healthcare practitioners. This online program is designed for self-motivated professionals and students in any area of healthcare including, but not limited to clinical laboratory scientists, dietitians, massage therapists and other complimentary care practitioners, medical, dental and podiatric physicians, nurses, nutritionists, occupational and physical therapists, pharmacists, psychologists, pathologists’ and physician assistants, radiation physicists, and respiratory therapists. Students will obtain skills in the areas of educational leadership, curriculum design, course design and assessment and program evaluation.

#### **OBJECTIVE OF MASTER OF SCIENCE PROGRAM**

The overall objective of the Master of Science in Health Professions Education program is to provide the healthcare system with qualified educators.

### **STUDENT LEARNING OBJECTIVES**

Following the completion of the Master of Science in Health Professions Education program the graduate should be able to:

- Integrate learning style information and material presentation methods to facilitate student learning of health profession subject matter
- Design curricula based on assessment of student learning needs and professional accreditation requirements
- Evaluate information regarding student performance and program outcomes assessment
- Integrate educational leadership and evidence-based education principles to become a leader in the health profession educational environment

### **GRADUATION REQUIREMENTS MASTER OF SCIENCE DEGREE**

- Successful completion of a minimum of 45 quarter hours of required coursework (coursework must fulfill all four objectives/competencies)
- Successful completion of a Masters Portfolio and Teaching Practicum
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all course requirements within 5 years from the date of enrollment
- Recommendation to the Board of Trustees by the faculty of the department via the Dean of the College of Health Professions, via the President of the university
- All financial obligations, fines, and fees to the university have been satisfied

### **DESCRIPTION OF CERTIFICATE PROGRAMS**

***THE HEALTH PROFESSIONS EDUCATION CERTIFICATE (15 QH)*** is an online learning program that provides practitioners or students in the healthcare professions with an opportunity to begin developing skills necessary for educating the next generation of healthcare practitioners. The overall goal is to prepare healthcare professionals and students to transition from clinician to educator. The Certificate is offered as a defined series of four courses utilizing an interprofessional approach that includes content in learning theories, instructional design, course development and assessment, and presentation skills.

### **OBJECTIVE OF HEALTH PROFESSIONS EDUCATION CERTIFICATE PROGRAM**

The overall objective of the Health Professions Education Certificate program is to provide the healthcare system with practitioners who are interested developing their skills as educators.

### **STUDENT LEARNING OBJECTIVES**

Following the completion of the Health Professions Education Certificate the graduate should be able to:

- Adjust instruction to various learning styles, reflecting sound adult learning theory
- Develop a course or module of study in an area of healthcare expertise
- Assess student performance in the classroom
- Suggest research designs that will provide supportive evidence for best practices

***THE ONLINE INSTRUCTION CERTIFICATE (12 QH)*** is an online learning program that provides new or experienced classroom teachers with the skills needed to be effective online instructors. The certificate prepares instructors to build online learning communities, to design and develop online courses, and to create meaningful assessments. The certificate is offered as a required series of four courses.

### **OBJECTIVE OF ONLINE INSTRUCTION CERTIFICATE PROGRAM**

The overall objective of the Online Instruction Certificate program is to ensure faculty and staff who are moving toward online instruction and online course design have the skills needed to be effective so they can avoid common pitfalls associated with online learning such as student isolation and confusion as well as faculty workload.

### **STUDENT LEARNING OBJECTIVES**

Following the completion of the Online Instruction Certificate the graduate should be able to:

- Design and develop instruction to meet the unique needs of adult online students
- Suggest instructional design techniques that optimize learning in the online environment
- Assess student performance in the online classroom
- Create an online learning community

### **REQUIREMENTS FOR HEALTH PROFESSIONS EDUCATION CERTIFICATE**

- Successful completion of the defined 15 quarter hours of coursework
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all certificate requirements within 2 years from the date of enrollment
- Recommendation to the Board of Trustees by the faculty of the department via the Dean of the College of Health Professions, via the President of the university
- All financial obligations, fines, and fees to the university have been satisfied

### **ADMISSION REQUIREMENTS**

The following are required for admission into the Master of Science in Health Professions Education and Certificate in Online Instruction:

- Baccalaureate degree or professional degree (ex. PharmD, JD) from a regionally accredited college or university
- Be a student in good standing in a professional program at a regionally accredited college or university or be interested in teaching in a Health Professions program
- A minimum cumulative grade point average (GPA) of 2.50

### **ADVANCED STANDING/TRANSFER CREDIT**

For the degree programs a maximum of 9 quarter hours of graduate credit may be accepted from other regionally accredited institutions. No advanced standing or transfer credit will be awarded for the certificate program. Students requesting advanced standing or transfer credit must complete a request form and submit this to the Program Director. No advanced standing or transfer credit will be given for life experience or through proficiency examinations.

### **HEALTH PROFESSIONS EDUCATION COURSE DESCRIPTIONS**

#### ***OBJECTIVE 1 – INTEGRATE LEARNING STYLE INFORMATION AND MATERIAL PRESENTATION METHODS TO FACILITATE STUDENT LEARNING OF HEALTH PROFESSION SUBJECT MATTER***

HHPE 510 Learning Theories (3 QH)

HHPE 512 Instructional Presentation Skills (3 QH)

HHPE 516 Clinical Instruction and Mentoring (3 QH)

HHPE 520 Educational Trends and Issues (3 QH)

HHPE 610 Teaching in the Virtual Classroom (3 QH)

HHPE 611 Online Instructional Design and Technology (3 QH)

HHPE 612 Teaching in the Multi-cultural Classroom (3 QH)

**OBJECTIVE 2 – DESIGN CURRICULA BASED ON ASSESSMENT OF STUDENT LEARNING NEEDS AND PROFESSIONAL ACCREDITATION REQUIREMENTS**

HHPE 530 Curriculum Design (3 QH)  
HHPE 535 Course Development (4 QH)  
HHPE 601 Creating Self-Instructional Units (3 QH)  
HHPE 602 Designing Simulated Learning Activities (3 QH)  
HHPE 613 Building an Online Learning Community (3 QH)

**OBJECTIVE 3 – EVALUATE INFORMATION REGARDING STUDENT PERFORMANCE AND PROGRAM OUTCOMES ASSESSMENT**

HHPE 540 Classroom Assessment (4 QH)  
HHPE 545 Evaluating Clinical Competence (3 QH)  
HHPE 614 Assessment & Evaluation in Online Education (3 QH)  
HHPE 620 Program Evaluation and Accreditation (3 QH)

**OBJECTIVE 4 – INTEGRATE EDUCATIONAL LEADERSHIP AND EVIDENCE BASED EDUCATION PRINCIPLES TO BECOME A LEADER IN THE HEALTH PROFESSION EDUCATIONAL ENVIRONMENT**

HHPE 560 Managing Change in Educational Organizations (3 QH)  
HHPE 580 Research in Education (3 QH)  
HHPE 640 Funding Education (3 QH)  
HHPE 645 Ethical Concerns in Education (3 QH)  
HHPE 648 Legal Concerns in Education (3 QH)  
HHPE 680 Teaching Practicum (3 QH)  
HHPE 685 Portfolio Presentation (1 – 3 QH)

**ONLINE INSTRUCTION CERTIFICATE COURSES**

HHPE 610 Teaching in the Virtual Classroom (3 QH)  
HHPE 611 Online Instructional Design and Technology (3 QH)  
HHPE 613 Building an Online Learning Community (3 QH)  
HHPE 614 Assessment & Evaluation in Online Education (3 QH)

**HEALTH PROFESSIONS EDUCATION CERTIFICATE COURSES**

HHPE 510 Learning Theories (3 QH)  
HHPE 512 Instructional Presentation Skills (3 QH)\* or  
HHPE 545 Evaluating Clinical Competence (3 QH)\*\*  
HHPE 535 Course Development (4 QH)  
HHPE 540 Classroom Assessment (4 QH)  
HHPE 685 Portfolio Presentation (1 QH)

\*For those who will teach in a classroom setting

\*\*For those who will teach in a clinical setting

**COURSE DESCRIPTIONS**

**HHPE 510 – Learning Theories (3 QH)**

Students will examine domains of learning and adult learning theories and how they apply to health professions students. Topics include best practices for motivation, adapting to various learning styles, teaching models/strategies, instructional paradigms, and interprofessional learning environments. The concept of lifelong learning is introduced and students will explore the role that higher education and corporate education/training play in instilling a desire for lifelong learning. In addition, students will develop statements of Teaching Philosophy and Philosophy on Interprofessional Education.

*Objective 1 Core course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHPE 512 – Instructional Presentation Skills (3 QH)**

Students will acquire classroom presentation skills as they explore effective teaching and learning strategies. Topics include effective speaking, use of technology in the classroom, creation of PowerPoint presentations, effective communication through posters, creating dynamic learning environments, and adapting presentations to interprofessional groups of students.

*Objective 1 Core course offered during spring quarter.*

**Prerequisite:** HHPE510, HHPE535, HHPE540 or Department Approval

**HHPE 516 – Clinical Instruction and Mentoring (3 QH)**

Students will examine the process of clinical instruction and mentoring including defining learning and performance objectives, creating student evaluation tools, determining clinical site and mentor criteria, and creating positive clinical learning experiences. Students will also explore the incorporation of an interprofessional experience into students' clinical rotations.

*Objective 1 Elective course offered during winter quarter.*

**Prerequisite:** HHPE510, HHPE535, HHPE540 or Department Approval

**HHPE 520 – Educational Trends and Issues (3 QH)**

Students will discuss changes in educational theories and practices as well as the incorporation of new ideas into educational models. Topics may include collaborative learning environments, virtual learning communities, generational concerns in education, cultural concerns in education, and the movement of education toward interprofessionalism.

*Objective 1 Core course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHPE 530 – Curriculum Design (3 QH)**

Students will work through the process of curriculum development. Topics include needs assessment, alignment with institution mission and vision, course sequencing, and planning learning. Students will design needs assessment instruments which will identify needs that can be met with training interventions.

*Objective 2 Core course offered during fall quarter.*

**Prerequisite:** HHPE510, HHPE535, HHPE540

**HHPE 535 – Course Development (4 QH)**

Students will apply curriculum design techniques to design a course in an area of their interest. Activities will include writing learning objectives, designing assessment tools, and developing content. Students will also discuss how to adapt courses to include interprofessional students.

*Objective 2 Core course offered during winter quarter.*

**Prerequisite:** HHPE 510, or Department Approval

**HHPE 540 – Classroom Assessment (4 QH)**

Students will examine various tools to assess student learning in the classroom setting. Topics include annotated portfolios, concept maps, memory matrix, process analysis, rubrics development, and the use of reflective statements. Students will also discuss how to adapt assessment tools to include interprofessional students.

*Objective 3 Core course offered during winter quarter.*

**Prerequisite:** HHPE510, or Department Approval

**HHPE 545 – Evaluating Clinical Competence (3 QH)**

Student will develop appropriate tools to evaluate student performance in a clinical setting. In addition, students will develop a clinical rotation manual in their area of interest.

*Objective 3 Elective course offered during spring quarter.*

**Prerequisite:** HHPE 510, HHPE516, HHPE535, HHPE540

**HHPE 560 – Managing Change in Educational Organizations (3 QH)**

Students will examine change and its impact on educational organizations. They will explore change management strategies, addressing the concerns of an interprofessional community, aligning change with institutional mission, becoming a change agent, counteracting resistance to change, and influencing strategic planning.

*Objective 4 Core course offered during winter quarter.*

**Prerequisite:** HHPE510 or Department Approval

**HHPE 580 – Research in Education (3 QH)**

Students will review the process of research and its use in the educational setting. In addition, students will develop skills for critically evaluating research, and explore the possibilities of conducting educational research. Students will also suggest methods for investigating the impact of interprofessional education and/or multicultural concerns in health professions education.

*Objective 4 Core course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHPE 601 – Creating Self-Instructional Units (3 QH)**

Students will work through the process for and develop a self-instructional unit (SIU) in an area of their own interest. Areas of SIU development may include instruction of health professions students, new employee training, and patient education.

*Objective 2 Elective course offered during spring quarter.*

**Prerequisite:** HHPE510, HHPE535, HHPE540

**HHPE 602 – Designing Simulated Learning Activities (3 QH)**

In this course the concepts of simulations and games will be explored along with their applications to education. Students will work through the process of designing a simulation in their area of interest.

*Objective 2 Elective course offered during winter quarter.*

**Prerequisite:** HHPE510, HHPE535, HHPE540

**HHPE 610 – Teaching in the Virtual Classroom (3 QH)**

Students will debate the benefits and drawbacks to online formats of education, explore the use of course management systems to develop virtual classrooms, practice facilitation skills for effective online teaching, and apply curriculum design strategies to online course development. Students will also discuss the use of the online environment in teaching interprofessional courses.

*Objective 1 Elective course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHPE 611 – Online Instructional Design and Technology (3 QH)**

Students will develop basic skills in the technologies commonly used in online instructional design including HTML, Cascading Style Sheets, PowerPoint with voice over, audio files, video files, and images. Mobile technology, standard formats and quality will also be discussed. Students will learn how to efficiently develop transcripts and captions so instructional media meets ADA compliance guidelines. Design principles such as color, consistency, layout and contrast will be explored.

*Objective 1 Elective course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHPE 612 – Teaching in the Multi-cultural Classroom (3 QH)**

Students will examine the impact of culture on teaching and learning. Strategies to create and facilitate an effective multi-cultural classroom will be explored, along with discussion of best practices for teaching multi-cultural groups of students.

*Objective 1 Elective course offered during spring quarter.*

**Prerequisites:** HHPE510, HHPE535, HHPE540

**HHPE 613 – Building an Online Learning Community (3 QH)**

Students will examine the unique world of online communication. Topics include the instructor's role, the learner's role, and challenges of communication in the online environment. Students will also discuss how learning activities can be constructed to foster communication and collaboration and how feedback can be used to help build student confidence and the relationship with their instructor. Developing an online community that fosters interprofessional collaboration will also be reviewed.

*Objective 2 Elective course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHPE 614 – Assessment & Evaluation in Online Education (3 QH)**

Assessment and evaluation play a major role in determining the quality of learning in an online course. Students will explore various formative and summative assessment techniques and discuss how they can be combined to provide a greater overall representation of student performance. They will also discuss how assessment can be utilized to maximize student potential and identify 'at-risk' students for early intervention. Course evaluations will be developed and reviewed to determine their ability to drive course improvement.

*Objective 3 Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHPE 620 – Program Evaluation and Accreditation (3 QH)**

In this course, students explore program assessment and evaluation methods used in organizations of higher learning. Various topics include institutional and program accreditation, outcomes-based assessment, and staff and faculty evaluation.

*Objective 3 Core course offered during fall quarter.*

**Prerequisite:** HHPE510, HHPE535, HHPE540, HHPE530 or concurrent

**HHPE 640 – Funding Education (3 QH)**

Students will examine the roles of federal, state, and local governments in the funding of education. Topics include budget management, sources of revenue, grants, and financial aid issues.

*Objective 4 Elective course offered during summer quarter.*

**Prerequisite:** HHPE 510 or Department Approval

**HHPE 645 – Ethical Concerns in Education (3 QH)**

Students will debate case studies that reflect values-based decisions with which educational leaders are faced. Topics may include accessibility of education, codes of conduct, diversity, confidentiality, plagiarism, technology, student-faculty relationships, and interprofessional relationships.

*Objective 4 Elective course offered during spring quarter.*

**Prerequisite:** HHPE510 or Department Approval

**HHPE 648 – Legal Concerns in Education (3 QH)**

Students will analyze the legal issues prevalent in education. Topics include regulatory issues, Federal and State constituents and laws, privacy of student records, and freedom of speech.

*Objective 4 Elective course offered during spring quarter.*

**Prerequisite:** HHPE510 or Department Approval

**HHPE 680 – Teaching Practicum (3 QH)**

Students will integrate knowledge and skills acquired from all coursework in this degree program to design, teach and evaluate a unit of study in an actual classroom, online, or clinical setting. Students will first write a proposal detailing and justifying their chosen unit within the intended curriculum prior to engaging in the practicum experience. Students are responsible for securing their own practicum sites. The teaching practicum may be discipline specific or may be conducted in an interprofessional setting.

*Objective 4 Core course offered during all quarters.*

**Prerequisite:** HHPE 510, 512, 530, 535, 560, 580, electives

**HHPE 685 – Portfolio Presentation (1 – 3 QH)**

Students will assemble and present their teaching portfolio. The portfolio documents student mastery of each core objective: facilitation of learning, curriculum design, student assessment and program evaluation, and educational leadership. Students will present an analysis of each item included in their portfolios along with reflections for each item. In addition, students will perform a self-evaluation regarding their teaching preparedness, including cultural competence and establishment of interprofessional relationships.

*Objective 4 Core course offered during all quarters.*

**Prerequisite:** HHPE 510, 512, 530, 535, 560, 580, electives

*Courses, course descriptions, and quarter offered are subject to change without prior notice.*



**PROGRAM COMPLETION**

- Master of Science schedule – Completion in 2 years
- Certificate schedule – Completion in one year

<b>Master of Science</b>	<b>Certificates</b>
<b>Fall Quarter</b>	
<b>Year 1</b>	<b>Health Professions Education</b>
HHPE 510 Learning Theories (3 QH) HHPE 520 Educational Trends and Issues (3 QH)	HHPE 510 Learning Theories (3 QH)
<b>Year 2</b>	<b>Online Instruction</b>
HHPE 530 Curriculum Design (3 QH) HHPE 620 Program Evaluation and Accreditation (3 QH)	HHPE 610 Teaching in the Virtual Classroom (3 QH)
<b>Winter Quarter</b>	
<b>Year 1</b>	<b>Health Professions Education</b>
HHPE 535 Course Development (4 QH) HHPE 540 Classroom Assessment (4 QH)	HHPE 535 Course Development (4 QH) HHPE 540 Classroom Assessment (4 QH)
<b>Year 2</b>	<b>Online Instruction</b>
HHPE 560 Managing Change in Educational Organization (3 QH) Elective (3 QH)	HHPE 611 Online Instructional Design and Technology (3 QH)
<b>Spring Quarter</b>	
<b>Year 1</b>	<b>Health Professions Education</b>
HHPE 512 Instructional Presentation Skills (3 QH) Elective (3 QH)	HHPE 512 Instructional Presentation Skills (3 QH) or HHPE 545 Evaluating Clinical Competence (3 QH) HHPE 685 Portfolio Presentation (1 QH)
<b>Year 2</b>	<b>Online Instruction</b>
HHPE 680 Teaching Practicum (3 QH) HHPE 685 Portfolio Presentation (3 QH) Elective (3 QH)	HHPE 613 Building an Online Learning Community (3 QH)
<b>Summer Quarter</b>	
<b>Year 1</b>	<b>Online Instruction</b>
HHPE 580 Research in Education (3 QH) Elective (3 QH)	HHPE 614 Assessment and Evaluation in Online Education (3 QH)

## **DOCTOR OF SCIENCE/DOCTOR OF PHILOSOPHY IN INTERPROFESSIONAL HEALTHCARE STUDIES (IPHS)**

### **DESCRIPTION OF PROGRAM**

The *DSC/PHD IN INTERPROFESSIONAL HEALTHCARE STUDIES (60 QH)* program is an opportunity for practitioners in various disciplines such as medicine, podiatry, nursing, physical therapy, occupational therapy, nutrition, physician assistants, clinical laboratory sciences and other health related professions to advance their knowledge and skills in collaborative interprofessional education and practice. Students study fully online in an interprofessional curriculum focusing on creating innovative methods to bridge the healthcare professions. The program emphasizes the development of scholarly evidence-based skills to improve health professions education.

**DSc** –The DSc program typically focuses on clinical research and culminates in a clinical, publishable, high quality research project of local or national significance.

**PHD** – The PhD program focuses on theoretical research and culminates in a fundable, publishable, high quality research project.

### **GOALS**

#### **FOLLOWING THE COMPLETION OF THE DOCTOR OF SCIENCE PROGRAM GRADUATES WILL:**

- Practice in an interprofessional manner to model collaborative health care and health professions education
- Teach using interprofessional praxis and theory
- Use evidence as part of daily clinical and pedagogical decision making
- Engage in scholarly activity
- Provide leadership in the development of interprofessional healthcare practice and education
- Set and achieve interprofessional goals in practice, education, scholarship and service
- Value collaborative research within and among the healthcare and academic disciplines
- Engage in collaborative research

#### **FOLLOWING THE COMPLETION OF THE PHD PROGRAM GRADUATES WILL:**

- Practice in an interprofessional manner to model collaborative health care and health professions education
- Teach using interprofessional praxis and theory
- Use evidence as part of daily clinical and pedagogical decision making
- Engage in scholarly activity
- Provide leadership in the development of interprofessional healthcare practice and education
- Set and achieve interprofessional goals in practice, education, scholarship and service
- Value collaborative research within and among the healthcare and academic disciplines
- Engage in collaborative research
- Seek funding for collaborative research agenda
- Contribute to theoretical research in the field of interprofessional practice/education

### ADMISSION REQUIREMENTS

The following are required for admission into the Doctor of Science and the Doctor of Philosophy programs:

- Masters or professional doctorate degree from a regionally accredited college or university
- 3.0 minimum cumulative grade point average in graduate work
- Background in a health related profession or healthcare professions education and/or clinical practice.
- Two years experience in their professional discipline is highly suggested
- GRE Exam or equivalent

### GRADUATION REQUIREMENTS FOR DSc/PHD DEGREES

- Successful completion of 60 quarter hours of coursework beyond the Masters (Some dissertation work may exceed the 60 hour minimum.)
- Successful completion of a dissertation
- Minimum cumulative GPA of 3.0 on a 4.0 scale
- Students must complete the degree in 7 years
- Recommendation to the Board of Trustees by the faculty of the department via the Dean of the College of Health Professions, via the President of the university
- All financial obligations, fines, and fees to the university have been satisfied

### CURRICULAR COMPONENTS

The Interprofessional Healthcare Studies program is composed of a research and an interprofessional component with opportunity for electives. The research component includes both coursework (15 quarter hours) and either clinical research (minimum 9 quarter hours) or theoretical research activities (minimum 18 quarter hours). The interprofessional component is composed of coursework (15 quarter hours) and practicum experiences (12–18 quarter hours).

### DSc/PHD COURSES

#### RESEARCH COMPONENT:

#### COURSEWORK – 15 QH

HIPS 600 Introduction to Doctoral Study (3 QH)  
 HIPS 560 Critical Inquiry 1 – Research Design (3 QH)  
 HIPS 561 Critical Inquiry 2 – Statistics (3 QH)  
 HIPS 562 Measurement Principles (3 QH) – *DSc/PhD*  
 HIPS 680 Proposal Development (3 QH)

#### FIELDWORK – 9 – 18 QH

HIPS 710 DSc – Clinical Research (Min 9 QH)  
 HIPS 810 PhD – Dissertation Research (Min 18 QH)

#### INTERPROFESSIONAL COMPONENT

#### COURSEWORK – 15 QH

HIPS 501 Introduction to Interprofessional Healthcare Studies (3 QH)  
 HIPS 601A Interprofessional Education Seminar (3 QH)  
 HIPS 601B Interprofessional Practice Seminar (3 QH) – *DSc/PhD*

HIPS 601C Interprofessional Theory Seminar (3 QH) – *DSc/PhD*  
 HIPS 711 Interprofessional Teams (3 QH)  
 HIPS 721 Principles of Interprofessional Health Professions Education (3 QH) – *HPE Track*  
 HIPS 723 Leadership in Interprofessional Health Professions Education (3 QH) – *HPE Track*

**FIELDWORK – 12 – 18 QH (SELECT TWO (PHD) OR THREE (DSC) OF THE FOLLOWING)**

HIPS 701 Practicum in Interprofessional Education (6 QH)  
 HIPS 702 Practicum in Interprofessional Service Learning (6 QH)  
 HIPS 703 Practicum in Interprofessional Healthcare (6 QH)

**ELECTIVES**

RFUMS Healthcare Administration Courses  
 RFUMS Health Professions Education Courses  
 RFUMS Nutrition Courses  
 Advisor approved graduate level courses from other accredited institutions of higher education

**COURSE DESCRIPTIONS**

**HIPS 501 – Introduction to Interprofessional Healthcare Studies (3 QH)**

This course sets the stage for interprofessional study by covering the education, training licensure, roles and functions and history of a variety of health professions. It emphasizes the overlapping nature of the disciplines and stresses collaborative communication and action.

**Prerequisite:** Enrollment in the program or Department Approval.

**HIPS 550 – Evidence Based Practice (3 QH)**

This course is an introduction to the utilization of best evidence in the practice of healthcare in multiple disciplines. What is considered evidence by different professions is covered. The course begins with the development of interprofessional questions and moves to successful search strategies, ending with the application of the evidence to improving quality of care.

**Prerequisite:** Enrollment in the program or Department Approval.

**HIPS 560 – Critical Inquiry 1 – Research Design (3 QH)**

This course is an introduction to the elements of thought and the logic of critical thinking. Measurement theory and principles are studied. The role of the research in professional practice is examined. Principles and application of scientific inquiry are emphasized.

**Prerequisite:** Enrollment in the program or Department Approval.

**HIPS 561 – Critical Inquiry 2 – Statistics (3 QH)**

This course covers descriptive and inferential statistical procedures with examples of use in the biomedical and clinical sciences.

**Prerequisite:** HIPS 560

**HIPS 562 – Measurement Principles (3 QH)**

This course is designed to assist students to understand the principles of measurement theory. An opportunity is provided to explore the reliability and validity of measurement instruments of the student's choice.

**Prerequisite:** HIPS 560 and HIPS 561

**HIPS 600 – Introduction to Doctoral Study (3 QH)**

This course introduces the new graduate student to the importance of critical thinking and the strategies for independent inquiry necessary for doctoral level study. Career patterns and pathways are investigated with emphasis on goal setting.

**Prerequisite:** Enrollment in the program or Department Approval.

**HIPS 601A Interprofessional Education Seminar (3 QH)**

This course is a discussion centered learning experience in which special topics in the area of Interprofessional Education are considered. Literature is identified and discussed with a recognized expert in the area.

**Prerequisite:** Successful completion of all coursework.

**HIPS 601B Interprofessional Practice Seminar (3 QH)**

This course provides an opportunity to explore, analyze and interrogate contemporary topics in interprofessional clinical practice through review of pertinent literature under the guidance of an expert in the area.

**Prerequisite:** HIPS 501.

**HIPS 601C Interprofessional Theory Seminar (3 QH)**

This course is a discussion centered learning experience in which special topics in the area of Interprofessional Theory are considered. Literature is identified and discussed with a recognized expert in the area.

**Prerequisite:** Successful completion of all coursework.

**HIPS 605 Independent Study (3 QH)**

This course allows an individual student to identify and investigate a current topic of interest in the field of interprofessionalism. Reading and research will result in a paper or formal presentation.

**Prerequisite:** Approval of instructor.

**HIPS 660 – Ethics in Research (3 QH)**

This course provides an overview of bioethics and discusses a broad range of potential situations in which a researcher may become involved. Familiarization with the ethical decision making process and developing an appreciation for the ethical challenges of research is included.

**Prerequisite:** HIPS 560 and HIPS 561

**HIPS 680 – Proposal Development (3 QH)**

This course guides students through the steps necessary for the development of their dissertation proposals. Each student identifies a research problem, develops a research design and suggests methodology for data collection and analysis. Overall, the course lays the groundwork for the completion of the research work and dissertation.

**Prerequisite:** HIPS 560 and HIPS 561

**HIPS 701 – Practicum in Interprofessional Education (6 QH)**

This course is an individualized learning experience in which a student participates in a class with an interprofessional student body. The student develops objectives for the experience, a learning plan and a measurement tool for outcomes.

**Prerequisite:** HIPS 501

**HIPS 702 – Practicum in Interprofessional Service Learning (6 QH)**

This course provides an individualized learning experience in which a student participates in an interprofessional service learning activity. The student develops objectives for the experience, a learning plan and a measurement tool for outcomes.

**Prerequisite:** HIPS 501

**HIPS 703 – Practicum in Interprofessional Healthcare (6 QH)**

This course provides an interprofessional learning experience in which a student plans and observes an interprofessional interaction. The student develops objectives for the experience, a learning plan and a measurement tool for outcomes.

**Prerequisite:** HIPS 501

**HIPS 710 – Clinical Research (Min 9 QH)**

This course provides an individualized clinical research project which involves the identification of an interprofessional clinical problem, review of the literature, data collection and analysis followed by the preparation of a publishable paper. Oral defense is required.

**Prerequisite:** Successful completion of all previous coursework.

**HIPS 711 – Building Effective Interprofessional Teams (3 QH)**

The course utilizes TeamSTEPPS as a framework for assessing what it means to have an effective interprofessional team. Students will develop a shared mental model with common goals for patient safety and patient centeredness. Tools for working in teams and managing workloads will also be addressed.

**Prerequisite:** Successful completion of all previous interprofessional coursework and HIPS 501.

**HIPS 721 – Principles of Interprofessional Health Professions Education (3 QH)**

This course allows students to discuss the transition from health professional to educator. Learning theories, teaching techniques including design and development of lesson plans, assessment strategies for cognitive, affective and psychomotor domains will be addressed. Students will design and develop their own interprofessional lesson plan using best educational practices.

**Prerequisite:** Successful completion of all previous interprofessional coursework and HIPS 501.

**HIPS 723 Leadership in Interprofessional Health Professions Education (3 QH)**

Throughout the course aspects of leadership in higher education and interprofessional health professions education are analyzed. The course covers opportunities and challenges of leadership including: 1) managing conflict, 2) leading academic initiatives, 3) implementing change management, 4) applying legal issues in health professions education, 5) policy-making, 6) managing faculty workload, 7) developing and implementing curriculum assessment and evaluation, and 8) developing and implementing interprofessional initiatives.

**Prerequisite:** HIPS 501, HIPS 560, HIPS 561, HIPS 600, HIPS 601, HIPS 721

**HIPS 810 – Dissertation Research (Min 12 QH)**

This course provides an individualized theoretical research project addressing the integration of two professions performed in a laboratory setting. The student will identify an interprofessional problem, review literature, collect and analyze data and prepare a publishable paper. Oral defense is required.

**Prerequisite:** Successful completion of all previous coursework.

*Courses, course descriptions are subject to change without prior notice.*

**PROGRAM COMPLETION**

<b>DSc</b>	<b>PhD</b>	<b>HPE Track</b>
<b>Fall Quarter Year 1</b>		
HIPS 560 Critical Inquiry I – Research Design (3 QH) HIPS 600 Introduction to Doctoral Studies (3 QH)	HIPS 560 Critical Inquiry I – Research Design (3 QH) HIPS 600 Introduction to Doctoral Studies (3 QH)	HIPS 560 Critical Inquiry I – Research Design (3 QH) HIPS 600 Introduction to Doctoral Studies (3 QH)
<b>Winter Quarter Year 1</b>		
HIPS 501 Introduction to Interprofessional Healthcare Studies (3 QH) HIPS 561 Critical Inquiry 2 – Statistics (3 QH)	HIPS 501 Introduction to Interprofessional Healthcare Studies (3 QH) HIPS 561 Critical Inquiry 2 – Statistics (3 QH)	HIPS 501 Introduction to Interprofessional Healthcare Studies (3 QH) HIPS 561 Critical Inquiry 2 – Statistics (3 QH)
<b>Spring Quarter Year 1</b>		
HIPS 601A Interprofessional Education Seminar (3 QH) HIPS 601C Interprofessional Theory Seminar (3 QH)	HIPS 601A Interprofessional Education Seminar (3 QH) HIPS 601C Interprofessional Theory Seminar (3 QH)	HIPS 601A Interprofessional Education Seminar (3 QH) HIPS 721 Principles of Health Professions Education (3 QH)
<b>Summer Quarter Year 1</b>		
HIPS 562 Measurement Principles (3 QH) HIPS 601B Interprofessional Practice Seminar (3 QH)	HIPS 562 Measurement Principles (3 QH) HIPS 601B Interprofessional Practice Seminar (3 QH)	HIPS 562 Measurement Principles (3 QH) HIPS 723 Leadership in Health Professions Education (3 QH)
<b>Fall Quarter Year 2</b>		
HIPS 680 Proposal Development (3 QH) HIPS 711 Interprofessional Teams (3 QH)	HIPS 680 Proposal Development (3 QH) HIPS 711 Interprofessional Teams (3 QH)	HIPS 680 Proposal Development (3 QH) HIPS 711 Interprofessional Teams (3 QH)
<b>Winter Quarter Year 2</b>		
Practicum (6 QH) Elective (3 QH)	Practicum (6 QH)	HIPS 701 Practicum in Interprofessional Education (6 QH)
<b>Spring Quarter Year 2</b>		
Practicum (6 QH)	Practicum (6 QH)	HIPS 703 Practicum in Interprofessional Healthcare Practice (6 QH)
<b>Summer Quarter Year 2</b>		
Practicum (6 QH)		

<b>DSc</b>	<b>PhD</b>	<b>HPE Track</b>
<b>Year 3 – Qualifying Exam</b>		
<b>Fall Quarter Year 3</b>		
HIPS 710 Clinical Research (3 QH)	HIPS 810 Dissertation Research (3 QH)	HIPS 710 Clinical Research (3 QH) <i>or</i> HIPS 810 Dissertation Research (3 QH)
<b>Winter Quarter Year 3</b>		
HIPS 710 Clinical Research (3 QH)	HIPS 810 Dissertation Research (3 QH)	HIPS 710 Clinical Research (3 QH) <i>or</i> HIPS 810 Dissertation Research (3 QH)
<b>Spring Quarter Year 3</b>		
HIPS 710 Clinical Research (3 QH)	HIPS 810 Dissertation Research (3 QH)	HIPS 710 Clinical Research (3 QH) <i>or</i> HIPS 810 Dissertation Research (3 QH)
<b>Summer Quarter Year 3</b>		
	HIPS 810 Dissertation Research (3 QH)	HIPS 810 Dissertation Research (3 QH)
<b>Fall Quarter Year 4</b>		
	HIPS 810 Dissertation Research (3 QH)	HIPS 810 Dissertation Research (3 QH)
<b>Winter Quarter Year 4</b>		
	HIPS 810 Dissertation Research (3 QH)	HIPS 810 Dissertation Research (3 QH)



## **DEPARTMENT OF NURSE ANESTHESIA**

### **PROFESSIONAL DEFINITION**

A certified registered nurse anesthetist (CRNA) is an advanced practice nurse with a masters or doctoral degree, and board certification in the specialty of nurse anesthesia. CRNAs provide safe, high-quality, perioperative anesthesia care, significantly improve access to anesthesia care, and are critical to the delivery of cost-effective anesthesia care in the United States. As of 2014, there were approximately 50,000 CRNAs nationwide administering approximately 65 percent of all anesthetics annually. CRNAs practice in every setting where anesthesia is delivered: traditional hospital surgical suites and obstetrical delivery rooms; critical access hospitals; ambulatory surgical centers; the offices of dentists, podiatrists, ophthalmologists, plastic surgeons, and pain management specialists; the U.S. Military, Public Health Services and Department of Veterans Affairs healthcare facilities.

When a nurse anesthetist administers anesthesia, it is recognized as the practice of nursing; when administered by an anesthesiologist, it is recognized as the practice of medicine. In many rural areas of the U.S. and in combat zones, CRNAs are the primary anesthesia providers. In two thirds of all U.S. rural hospitals, CRNAs are the sole anesthesia providers. As advanced practice nurses, CRNAs practice with a high degree of autonomy, carry a heavy load of responsibility and are compensated accordingly.

### **DEPARTMENT OF NURSE ANESTHESIA DEGREE PROGRAM**

The Department of Nurse Anesthesia offers two pathways to earn a Doctor of Nurse Anesthesia Practice (DNAP) degree. The first pathway is aimed for Registered Nurses seeking education necessary to enter professional practice as a CRNA. The second pathway is aimed for CRNAs seeking knowledge, skills, and abilities in leadership, health policy, outcomes management and healthcare finance. Each of these options is detailed in this catalogue.

### **PROGRAM DESCRIPTION**

#### **DNAP (COMPLETION-LEVEL)**

The *completion*-level DNAP program of study requires 51 quarter-credits to complete. Nurse Anesthetists enter this program with a master's degree and current certification in the specialty. The program of study provides CRNAs the opportunity to advance their knowledge, skills, and abilities in leadership, health policy, outcomes management and healthcare finance. The content has been focused through the lens of nurse anesthesia. The degree is designed to be earned online, in 24 months, and on a part-time basis.

#### **GOALS**

The overall goal of the Doctor of Nurse Anesthesia Practice degree programs is to prepare an advanced practice nurse for a career as a nurse anesthetist with organizational leadership and management skills. Students are educated to assume responsibility and accountability for full scope of clinical practice, and to embrace the philosophy of interdependent, interprofessional practice as the means to realize optimal patient outcomes.

#### **MISSION**

The mission of the Nurse Anesthesia Program is to prepare and educate nurse anesthetists to provide high quality advanced practice nurse anesthesia care in a competent, compassionate and ethical manner. Our program realizes its mission within a value driven culture. This culture emphasizes critical thinking and analysis of ideas; commitment to life in discovery; confidence grounded in humility; and personal responsibility for developing excellence.

The Mission will be achieved as follows:

1. Encouraging nurse anesthesia students and graduates to be patient advocates and integral members of the health care team, meeting the needs of a diverse population of patients.
2. Promoting research, professional engagement and academic endeavors as part of the process of life-long learning.
3. Providing and encouraging continuing education for colleagues across healthcare disciplines.
4. Promoting community service to meet educational and health care needs of the community.
5. Developing professional leaders in nurse anesthesia, advanced practice nursing, and in the non-physician provider community.

### **VISION**

The program will be the preeminent nurse anesthesia educational program in the United States.

### **PROGRAMMATIC ACCREDITATION**

The program was reviewed by the Council on Accreditation of Nurse Anesthesia Educational Programs in 2012 for its Masters of Science in Nurse Anesthesia Program and was awarded the maximum reaccreditation of ten years without any requirements for progress reports. In 2015, the program was reviewed by the Council on Accreditation of Nurse Anesthesia Educational Programs and approved to award the *entry*-level DNAP and *completion*-level DNAP, and to provide up to 100% of its curriculum in an online education format. The next accreditation review is scheduled for May 2022.

The Council on Accreditation of Nurse Anesthesia Educational Programs  
222 S. Prospect Avenue  
Park Ridge, IL 60068  
Phone: 847.692.7050  
e-mail: [accreditation@aana.com](mailto:accreditation@aana.com)

### **ADMISSION REQUIREMENTS**

#### **DNAP (COMPLETION-LEVEL)**

- Submission of all Nurse Anesthesia Program application materials by published deadlines
- Submission of all undergraduate and graduate-level transcripts by published deadlines
- \*A grade point average (GPA) of 3.0 on a 4-point scale, or higher for graduate level coursework.
- A Master's degree from an accredited institution of higher education prior to matriculation into the program
- National certification and recertification as a Certified Registered Nurse Anesthetist
- Current unencumbered licensure as a registered nurse in the United States, its territories or protectorates.

\*An applicant not meeting the GPA requirement may be considered for admission if he/she excels in other admission decision criteria.

#### **DNAP (COMPLETION-LEVEL) APPLICATIONS**

Completion-level program applications are accepted throughout the year. Admission decisions are communicated to the applicant within two months of the completion of the application.

**TERMINAL DOCTORAL LEARNING OUTCOMES**

The doctoral objectives of the *completion-level* DNAP degree are consistent with the 2014 COA learner outcomes for doctoral degrees, which require the doctoral graduate to demonstrate the following learner outcomes or competencies:

**PATIENT SAFETY**

1. Be vigilant in the delivery of patient care.
2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.).
3. Conduct a comprehensive equipment check.
4. Protect patients from iatrogenic complications.

**PERIANESTHESIA**

5. Provide individualized care throughout the perianesthesia continuum.
6. Deliver culturally competent perianesthesia care.
7. Provide anesthesia services to all patients across the lifespan.
8. Perform a comprehensive history and physical assessment.
9. Administer general anesthesia to patients with a variety of physical conditions.
10. Administer general anesthesia for a variety of surgical and medically related procedures.
11. Administer and manage a variety of regional anesthetics.
12. Maintain current certification in ACLS and PALS.

**CRITICAL THINKING**

13. Apply knowledge to practice in decision-making and problem solving.
14. Provide nurse anesthesia services based on evidence-based principles.
15. Perform a preanesthetic assessment before providing anesthesia services.
16. Assume responsibility and accountability for diagnosis.
17. Formulate an anesthesia plan of care before providing anesthesia services.
18. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
19. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
20. Calculate, initiate, and manage fluid and blood component therapy.
21. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
22. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
23. Use science-based theories and concepts to analyze new practice approaches.
24. Pass the national certification examination (NCE) administered by NBCRNA.

**COMMUNICATION**

25. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
26. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.
27. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.
28. Maintain comprehensive, timely, accurate, and legible healthcare records.

29. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
30. Teach others.

#### **LEADERSHIP**

31. Integrate critical and reflective thinking in his or her leadership approach.
32. Provide leadership that facilitates intraprofessional and interprofessional collaboration.

#### **PROFESSIONAL ROLE**

33. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.
34. Interact on a professional level with integrity.
35. Apply ethically sound decision-making processes.
36. Function within legal and regulatory requirements.
37. Accept responsibility and accountability for his or her practice.
38. Provide anesthesia services to patients in a cost-effective manner.
39. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.
40. Inform the public of the role and practice of the CRNA.
41. Evaluate how public policy making strategies impact the financing and delivery of healthcare.
42. Advocate for health policy change to improve patient care.
43. Advocate for health policy change to advance the specialty of nurse anesthesia.
44. Analyze strategies to improve patient outcomes and quality of care.
45. Analyze health outcomes in a variety of populations.
46. Analyze health outcomes in a variety of clinical settings.
47. Analyze health outcomes in a variety of systems.
48. Disseminate research evidence.
49. Use information systems/technology to support and improve patient care.
50. Use information systems/technology to support and improve healthcare systems.
51. Analyze business practices encountered in nurse anesthesia delivery settings.

#### **COURSE DESCRIPTIONS**

##### **HNAS 698A (1 QH) and HNAS 698B (2 QH) Scholarly Writing**

This course prepares the student for graduate level writing by providing online training in five key areas: (1) grammar & punctuation, (2) APA formatting, (3) critical analysis of text, (4) scholarly writing, and (5) business writing. Students complete a series of modules in each content area. In all, there are over 200 modules that teach, develop, and evaluate capacity for scholarly writing and business writing. This course prepares the student to achieve the level of writing scholarship established by the nurse anesthesia program for the capstone project.

##### **HNAS 901 Translational Research I (3 QH)**

This course focuses on the scientific principles that underpin translational research, and provides students with the tools necessary for critical evaluation, synthesis, transference, and application of appropriate evidence-based findings to nurse anesthesia practice. Students will critically appraise the nature of the evidence for potential inclusion in the capstone project. This course utilizes diverse quantitative and qualitative designs and analysis strategies used in the study of health phenomena. Emphasis will be to critique existing research for implementation into nurse anesthesia practice. This course will also enable the student to acquire introductory

knowledge and skills in quantitative and qualitative modes of investigation in order to better evaluate existing research.

### **HNAS 902 Translational Research II (3 QH)**

Building upon the content provided in HNAS 901, this course is designed to develop student knowledge and skills regarding the evaluation, translation, and integration of published research results into clinical practice. Students will learn how to: 1) conceptually frame clinical practice problems; 2) transform these identified problems into answerable research questions; 3) search for the best clinical evidence; 4) assess the clinical evidence utilizing scientific, biostatistical, and epidemiologic principles; 5) integrate the research results in a culturally competent manner. Knowledge and skills regarding the critical appraisal and synthesis of research will foster the student's understanding of models used for the evidenced-based practice of nurse anesthesia.

**Prerequisite:** Satisfactory completion of HNAS 901 or faculty approval.

### **HNAS 903 Health Policy (3 QH)**

The content in this course will equip the student with the knowledge and skills needed to evaluate how public policy-making strategies impact the financing and delivery of healthcare services. Group and individual course assignments, involving the use of informatics, will include: examining current trends in healthcare policy and financing; 2) examining and analyzing the process of public policy-making within a systems framework; 3) analyzing the impact of public policy decisions (legislative and regulatory--at the state and/or federal level) on healthcare cost, quality, and access to care; 4) utilizing strategies for policy analysis; and 5) analyzing proposed policy solutions for health-care cost reduction. This course will prepare the student to advocate for health policy change to: 1) improve patient care; and 2) advance the specialty of nurse anesthesia. The student will learn to apply methods of policy analysis to policies of relevance to their practice setting, and to use the results to advocate for policy change; strategies to evaluate the outcomes of policy change will be incorporated. Assignments will involve designing and implementing interventions to influence policy-making.

### **HNAS 905A-905B-905C-905D Doctoral Project Planning (1 QH each, Total 4 QH)**

These four courses focus on specific aspects of the planning of a significant doctoral project. Guided by faculty and their Doctoral Project Advisor, key activities may include (depending on project type): development of a project problem statement or PICO question, literature review, needs assessment, formal planning models, necessary resource identification, change management, and project evaluation. Upon completion of the four courses (4 hours), the student will have developed a formal doctoral project proposal, and will have secured required approvals needed to move forward with project implementation (including Institutional Review Board approval at each involved facility if needed). *Grading: Pass/Fail*

### **HNAS 906 Organizational Theory/Leadership & Management in Healthcare (3 QH)**

This course focuses on acquiring, and demonstrating application of, major theories of organizational structure and function. Content includes organizational elements/features, culture, human resources, and their respective impact on outcomes/organizational effectiveness. Leadership theories and principles are analyzed and applied to the management of complex leadership situations in healthcare. Students will participate in assessing and improving the effectiveness of their leadership style and emotional intelligence.

### **HNAS 907 Quality & Safety-Outcomes Management (4 QH)**

This course explores the theoretical basis of human error, patient safety and quality assurance in patient care. It introduces the systems approach framework to error investigation and analysis, and integrates concepts of teamwork, crisis management, simulation and monitoring systems in anesthesia practice. Principles of a culture of safety and quality will be analyzed. An emphasis is placed on acquiring and demonstrating the skills needed to utilize data for ethical

healthcare decision-making through the process of outcomes management. Students will demonstrate the ability to: 1) assess and evaluate health outcomes in a variety of populations, clinical settings, and systems; 2) effectively use data; 3) develop and assess strategies to improve healthcare environments, patient outcomes and quality of care; and 4) formulate an outcomes management plan. Course content will also include integration of informatics to support culturally sensitive, evidence-based practice at a leadership level. Selected informatics topics relevant to evidence-based practice with varied populations include: 1) data capture, analysis, and application for quality and safety improvement; and 2) informatics as a fundamental tool for the creation of evidence.

**HNAS 908A-908B-908C Doctoral Immersion Residency (10 QH total minimum of 400 contact hours)**

The immersion residency involves those hours of practice associated with completion of the doctoral project. These practice hours may be within the domain of patient care, leadership/management, education, or health care/public policy advocacy. The student will complete a minimum of 400 clock/contact hours of practicum to complete the requirements of this course.

*Grading: Pass/Fail*

**Prerequisite:** 905A-905B-905C-905D Doctoral Project Planning.

**HNAS 909 Economics and Finance in Health Care (3 QH)**

This course is designed to provide the knowledge and skills needed for students to analyze business practices encountered in the nurse anesthesia delivery setting. Content includes: 1) basic economic theory; 2) market driving and restraining forces in healthcare and industry trends; 3) healthcare finance and reimbursement; 4) financial statements and interpretation and analysis of financial reports; 5) anesthesia billing strategies; and 6) healthcare entrepreneurship. Theory and application are integrated throughout the course, particularly related to development of cost/benefit analysis and the long-term financial impact of practice changes.

**HNAS 911 Professional Dissemination Skills (2 QH)**

This course is designed to provide content necessary for professional presentation and scholarly dissemination of knowledge. Students will demonstrate the ability to inform the public of the role and practice of the doctoral-prepared CRNA and represent themselves in accordance with the Code of Ethics for CRNAs.

**HNAS 912A-912B Doctoral Project (6 QH total)**

The doctoral program culminates with the completion of a scholarly work that demonstrates the ability to translate research findings into practice. This is an opportunity for the student to prepare a substantial final written work product, that reflects the breadth of skills and knowledge the student has gained throughout the program of study. The project should serve as a foundation for future scholarship; the student's program of study (Entry-level versus Completion-level) will assist in determining the level of practice change appropriate for the project. The Doctoral Project Guide provides information for students regarding the project, as well as key deadlines associated with each project. Following project approval by the Department of Nurse Anesthesia Administrators and the Doctoral Project Advisor, the doctoral candidate will complete the doctoral project as evidenced by presentation of a scholarly written paper. Dissemination of the results of the project through submission for professional publication or poster session presentation is expected. Students will present their work during the final on-campus session.

*Grading: Pass/Fail*

**Prerequisite:** 905A-905B-905C-905D Doctoral Project Planning.

*Courses, course descriptions, and quarter offered are subject to change without prior notice.*

**PROGRAM COMPLETION**

<b>PREREQUISITE COURSES</b>	
<b>YEAR 1</b>	
<b>SUMMER</b>	HNAS 698A Scholarly Writing (1 QH) HNAS 905A Doctoral Project Planning (1 QH) HNAS 907 Quality and Safety-Outcomes Management (4 QH)
<b>FALL</b>	HNAS 698B Scholarly Writing (2 QH) HNAS 901 Translational Research I (4 QH)
<b>WINTER</b>	HNAS 902 Translational Research II (3 QH) HNAS 903 Health Policy (3 QH)
<b>SPRING</b>	HNAS 905B Doctoral Project Planning (1 QH) HNAS 906 Organizational Theory/Leadership & Management in Healthcare (3 QH) HNAS 909 Economics and Finance in Healthcare (3 QH)
<b>YEAR 2</b>	
<b>SUMMER</b>	HNAS 905C/D Doctoral Project Planning (2 QH) Specialty Elective (3 QH) Specialty Elective (3 QH)
<b>FALL</b>	HNAS 908A Doctoral Immersion Residency (4 QH) HNAS 911 Professional Dissemination Skills (2 QH)
<b>WINTER</b>	HNAS 908B Doctoral Immersion Residency (3 QH) HNAS 912A Doctoral Project (3 QH)
<b>SPRING</b>	HNAS 908C Doctoral Immersion Residency (3 QH) HNAS 912B Doctoral Project (3 QH)

## **DEPARTMENT OF NUTRITION**

### **DEPARTMENT OF NUTRITION MASTER OF SCIENCE DEGREE PROGRAMS**

The Department of Nutrition offers Master of Science degree programs in Nutrition Education, Clinical Nutrition, and Health Promotion and Wellness, along with certificates in Nutrition for Healthcare Professionals and Essentials in Health Promotion and Wellness. The Certificates and Master of Science degree programs are taught online and are designed for students who are employed full-time, have other personal or professional commitments, are self-motivated and goal-oriented, have the ability to work independently, and cannot or do not wish to relocate for a campus-based program. Students enrolled in a Master of Science degree program enroll in one or two courses per quarter; while students enrolled in a Certificate program enroll in a defined set of four courses. All program participation is completed online with no on-campus attendance required. Students are required to have access to a computer and Internet access. Contact between faculty and students is conducted primarily through the Internet, e-mail and telephone. Although our programs are convenient, it is not an easy route for earning a graduate degree or certificate. Our academic standards are high and the curriculum is challenging. Once students begin a program, they have up to five (5) years to complete the Master of Science degree or certificate. A student, who is enrolled part-time in a Master of Science degree program, taking two courses per quarter, can complete the degree in two (2) academic years. Students must follow the standard admissions procedures used at Rosalind Franklin University of Medicine and Science.

*MS IN NUTRITION EDUCATION AND MS IN CLINICAL NUTRITION (42 QH)* programs are designed to enhance the skills of the nutrition professional. The two non-thesis degree programs focus on competency in the following core areas: application of nutrition, health promotion and wellness knowledge, implementation of education activities, demonstration of the processes of critical thinking and evaluation of applied research, and application of professional communication and leadership skills. Courses that apply technology and information and health literacy skills round out the curricula that provide our students with a competitive edge for positions in administration, clinical dietetics, nutrition education, health professional training programs, the health promotion/wellness and food industries, and research.

*MS IN HEALTH PROMOTION AND WELLNESS (45 QH)* program is designed to prepare students for jobs in the prevention, health promotion and wellness industry, the public health field, and in businesses that want to improve the health and well-being of their employees. Students will demonstrate competency in the following five areas: application of health promotion and wellness knowledge, implementation of education activities, application of professional communication, leadership and management skills, and demonstration of the processes of critical thinking and evaluation of research.

### **CERTIFICATE PROGRAMS**

*NUTRITION FOR HEALTHCARE PROFESSIONALS CERTIFICATE (12 QH)* provides future healthcare professionals with a background in nutrition that will allow them to discuss nutrition with their patients in relationship to prevention, health promotion and wellness. Upon completion of the Certificate in Nutrition for Healthcare Professionals, students will be prepared to apply evidence-based nutrition information to prevent disease and promote health and wellness in their patients. Students will complete four–3 quarter hour online courses for a total of 12 quarter hours of credit to complete the certificate.



*ESSENTIALS OF HEALTH PROMOTION AND WELLNESS CERTIFICATE (12 QH)* is a focused series of four courses that addresses the need for assessment and development of health promotion and wellness initiatives to improve health related outcomes of individuals, families and communities within the context of population health. The certificate is a suitable option for individuals who presently may not choose to complete the full Master of Science in Health Promotion and Wellness degree program.

## **UNIQUE FEATURES OF THE DEPARTMENT OF NUTRITION ONLINE PROGRAMS**

An individualized plan of studies that reflects your education goals and offers:

- A graduate degree that can be completed in two years by taking two courses a quarter
- Flexibility to fit your life—allowing you up to five years from the date of enrollment into the program to complete all graduate degree requirements
- A capstone final portfolio experience that allows: synthesis and analysis learning experiences and projects created in the completion of coursework

## **APPLICATION INFORMATION**

For maximum consideration, applicants should submit all application materials early in the cycle. To initiate the application process, you must submit all required application items through [RFUCAS](#). Questions concerning the application should be directed to the Office of CHP Admissions.

The Nutrition Program uses a “rolling admissions” process where applications are reviewed and decisions are made at regular intervals during the admissions cycle until the class is filled. Fall quarter is the preferred starting term.

## **TRANSFER CREDIT**

Admitted students must submit request for transfer credit to the Department of Nutrition for departmental review and decision after matriculation. Requests for transfer credit should include a course or catalog description and syllabus for each course for which transfer credit is requested. Up to 8 quarter hours of comparable graduate level coursework will be considered for transfer credit, typically counted as elective credit requirements. No transfer credit will be awarded for the certificate programs. No credit will be given for life experience or through proficiency examinations.

Requests for transfer credit will be evaluated by the Department Chair in consultation with department faculty members. Final decisions to grant individual course transfer credit are the responsibility of the Department Chair and are forwarded to the Office of the Registrar for consolidation.

## **NUTRITION EDUCATION AND CLINICAL NUTRITION PROGRAMS**

### **OBJECTIVES AND COMPETENCIES**

Upon completion of the Master of Science in Nutrition Education or Master of Science in Clinical Nutrition program, graduates will:

- Apply nutrition and health promotion knowledge to professional activities
- Educate individuals, families and the community about nutrition
- Demonstrate the ability to think critically and evaluate research to make nutrition recommendations
- Communicate effectively as a nutrition professional
- Demonstrate leadership as a nutrition professional in an interprofessional healthcare environment

**Program Competencies**

- Nutrition, Health Promotion and Wellness Knowledge
- Education
- Applied Research Evaluation
- Communication
- Leadership

**ADMISSION REQUIREMENTS**

The following are required for admission into the Master of Science in Nutrition Education and Master of Science in Clinical Nutrition:

- To be eligible for admission into the Clinical Nutrition degree program track or the Nutrition Education degree program track, applicants must have a minimum of a bachelor's degree in nutrition, dietetics, or a related health field from an accredited academic institution. The Master of Science in Clinical Nutrition program is reserved for candidates with approved clinical experience in medical-surgical or critical care from healthcare professional clinical training or work experience.
- Applicants with a bachelor's degree in the sciences who do not possess a degree in nutrition, dietetics, or a related health field are eligible only for admission into the Nutrition Education degree program track.
- Applicants considering a career change, who are not registered dietitians and/or do not possess degrees in nutrition or dietetics, are asked to contact the Department of Nutrition for individual advising.
- For those with a degree in the sciences who do not have a degree in nutrition, the following courses must be recorded on the student's official transcript(s): biology, chemistry with lab, organic chemistry with lab, anatomy/physiology and biochemistry.
- For applicants with the requisite science background but without a degree in nutrition or dietetics, the following nutrition courses are required: human nutrition, lifecycle nutrition, and clinical nutrition. The equivalent of these courses can be taken from a traditional nutrition and/or dietetics degree program at an accredited college or university. The course requirements stated here are designed to provide students with background knowledge for participation in our Nutrition Education degree program track.
- Cumulative minimum grade point average of 2.75 on a 4.0 scale during the last two years of college.
- Work experience in nutrition and/or dietetics or a related health or science field is highly recommended.
- Students currently enrolled in other programs at Rosalind Franklin University of Medicine and Science and alumni should contact the CHP Admissions Office for an alternative concurrent/short application form and requirements.

**ADMISSION REQUIREMENTS**

The following are required for admission into the Certificate in Nutrition:

- Applicants must have a minimum of a bachelor's degree in a health or science related field from an accredited academic institution.
- The following courses must be recorded on the student's official transcript(s): chemistry, anatomy/physiology, and psychology.
- Cumulative minimum grade point average of 2.75 on a 4.0 scale during the last two years of college.

**FOR STUDENTS CURRENTLY ENROLLED AT ROSALIND FRANKLIN UNIVERSITY:**

- Students must be in good standing.
- Students must complete an [online application](#): the College of Health Professions Application for Concurrent RFUMS enrollment and submit the following to CHP Admissions:
  - A personal essay indicating your reasons for pursuing the program.
  - A program Chairperson/academic advisor's letter of support, verifying your academic performance will not be jeopardized by the concurrent enrollment.

**GRADUATE REQUIREMENTS**

**MASTER OF SCIENCE NUTRITION EDUCATION AND CLINICAL NUTRITION DEGREE**

- Successful completion of 42 quarter hours
- 7 – 10 quarter hours of Nutrition, Health Promotion and Wellness Core
- 10 quarter hours of Research Core
- 4 – 7 quarter hours of Education Core
- 9 quarter hours of Advanced Professional Skills Core
- 6 quarter hours of Electives
- 3 quarter hours of Portfolio Evaluation
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all course requirements within 5 years from the date of enrollment
- Be in good standing with regard to financial commitment and professional integrity

**NUTRITION FOR HEALTHCARE PROFESSIONALS CERTIFICATE COMPLETION**

- Successful completion of four certificate courses
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all certificate requirements within 5 years from the date of enrollment

**NUTRITION EDUCATION AND CLINICAL NUTRITION COURSES**

**NUTRITION, HEALTH PROMOTION AND WELLNESS CORE**

HNUT 511 Nutrition in Chronic Disease (4 QH)

HNUT 541 Prevention, Health Promotion and Wellness (3 QH)

HNUT 554 Nutrition in Critical Care (3 QH)

**RESEARCH CORE**

HNUT 504 Information and Health Literacy (3 QH)

HNUT 526 Evaluating Research and Health Recommendations (4 QH)

HNUT 585 Epidemiology and Biostatistics (3 QH)

**EDUCATION CORE**

HNUT 506 Health Education Teaching Experience (1 QH)

HNUT 525 Assessment and Evaluation in Education (3 QH)

HNUT 532 Instructional Design for Health Education (3 QH)

**ADVANCED PROFESSIONAL SKILLS CORE**

HNUT 505 Communication Strategies, Methods and Techniques (3 QH)

HNUT 512 Leadership (3 QH)

HNUT 513 Health and Wellness Coaching (3 QH)

**FINAL PORTFOLIO EVALUATION**

HNUT 596 Portfolio Evaluation (3 QH)

**ELECTIVES**

HNUT 508 Cultural Dimensions of Healthcare (3 QH)

HNUT 542 Complementary Medicine and Dietary Supplements (3 QH)

HNUT 576 Nutrition in Human Physical Performance (3 QH)

HNUT 582 Independent Study (3 QH)

HHCM 510 Global Health (3 QH)

HHCM 511 Healthcare Management in Non-Hospital Settings (3 QH)

HHCM 517 Management Ethics (3 QH)

HHCM 519 Practice Management (3 QH)

HHCM 522 Healthcare Policies and Delivery Systems (4 QH)

HHCM 524 Organization Behavior and Human Resources (3 QH)

HPOP 540 Essentials of Population Health (3 QH)

**NUTRITION FOR HEALTHCARE PROFESSIONALS CERTIFICATE COURSES**

Students will complete the following courses:

HNUT 510 Modern Nutrition (3 QH)

HNUT 541 Prevention, Health Promotion and Wellness (3 QH)

HNUT 542 Complementary Medicine and Dietary Supplements (3 QH)

HNUT 555 Nutrition in the Lifecycle (3 QH)

**COURSE DESCRIPTIONS**

**HNUT 504 – Information and Health Literacy (3 QH)**

This course introduces students to the skills and techniques needed to become an information literate individual. Students will have the opportunity to acquire and practice the following: identifying the topic of interest or developing a research question; acquiring knowledge through the efficient use of current technologies, such as online and electronic resources; establishing evaluation criteria for information resources; evaluating and integrating the acquired information to answer the original query/research question, while complying with copyright laws/guidelines; and effectively communicating this information, through an appropriate medium, to the target audience in an ethical and legal manner. In addition, students will explore the impact of health literacy on patient care and health outcomes and will acquire the skills needed to assist them in translating information about diseases and their treatments into a language that healthcare consumers can understand.

*Research Core course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 505 – Communication Strategies, Methods and Techniques (3 QH)**

This course targets strategies, methods and techniques to enhance the effectiveness of professional and client-centered communications. Translation of evidence-based science into layman's terms will be emphasized. Use of social media, media training, and how to promote oneself as a nutrition professional will be included.

*Advanced Professional Skills Core course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 506 – Health Education Teaching Experience (1 QH)**

The purpose of this course is to give the student the opportunity to experience a teaching role. Students will plan, deliver, and evaluate a learning module in a prevention, health and/or wellness area of their choice.

*Education Core course offered during winter quarter.*

**Prerequisite:** HNUT 532 or permission of instructor. Approval of a “learning module” and proposal is required prior to registration for this course.

### **HNUT 508 – Cultural Dimensions of Health (3 QH)**

The Academy of Nutrition and Dietetics recommends that nutrition professionals be prepared to address the issues of culture and health disparities in their practice. This course will explore the various food, nutrition and health habits of different cultural and ethnic groups. It will cover the effect that culture and religion play in health and health disparities. The changing demographics of the U.S. population will be reviewed with a goal of meeting healthcare and nutritional needs for all.

*Nutrition Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 510 – Modern Nutrition (3 QH)**

This course provides an in-depth overview of human nutrition including the processes of digestion, absorption, transportation, and excretion of food and nutrients; the structure, function, metabolism, requirements, deficiencies, and toxicities of protein, carbohydrate, fat, vitamins, minerals, trace minerals, and ultra-trace minerals; and the fundamental principles of energy metabolism and fluid, electrolyte, and acid-base balance.

*Nutrition Certificate course offered during fall quarter.*

**Prerequisite:** Enrollment in Nutrition Certificate for Healthcare Professionals or permission of instructor.

### **HNUT 511 – Nutrition in Chronic Disease (4 QH)**

A clinical analysis of the pathophysiological and metabolic basis for nutritional management in the prevention and treatment of chronic diseases impacting the population, including diabetes, heart disease, obesity, cancer and osteoporosis.

*Nutrition, Health Promotion and Wellness Core course offered during summer quarter.*

**Prerequisite:** Enrollment in the program.

### **HNUT 512 – Leadership (3 QH)**

This course offers the essential elements in developing leadership skills, strategic planning and team performance to support career development and professional leadership activity in health and wellness organizations. The essential elements will be explored within the dynamic evolving landscape of the US Healthcare delivery system.

*Advanced Professional Skills Core course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 513 – Health and Wellness Coaching (3 QH)**

This course builds on basic counseling skills to include health coaching techniques. The student will learn how to take a guiding role in empowering clients to choose a healthy lifestyle. Acting as a client-centered health coach and empowering the clients to become the expert in determining their own wellness goals and plans, the student will practice motivational interviewing and other techniques to reach these ends.

*Advanced Professional Skills Core course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 525 – Assessment and Evaluation in Education (3 QH)**

This course is designed to provide skills and tools for the evaluation of a variety of structures, processes and outcomes of education and other evaluands. The course will enable the student to effectively develop the appropriate skills and apply the theories, concepts and models related to evaluation and assessment in a variety of settings and situations.

*Education Core course for students enrolled in the Nutrition Education program or elective course for students in the Clinical Nutrition program offered during summer quarter.*

**Prerequisite:** HNUT 532 or permission of instructor.

**HNUT 526 – Evaluating Research and Health Recommendations (4 QH)**

This course introduces the fundamentals of the research process through the evaluation of published clinical research studies with the desired end result being the ability to critically analyze and interpret research findings and health recommendations. From an evidence-based perspective, students will select, interpret, analyze, synthesize and then summarize relevant research studies using peer-reviewed articles, write a brief literature review, and develop a hypothesis for future investigation. A process for evidence-based review and analysis of current recommendations for management, treatment, and prevention of disease will be introduced. This course also includes a journal club discussion in which weekly learning objectives are reinforced with practical and applicable examples from current scientific literature.

*Research Core course offered during fall quarter.*

**Prerequisite:** HNUT 585

**HNUT 532 – Instructional Design for Health Education (3 QH)**

Designed to provide the healthcare professional with educational skills and techniques for the classroom, the individual client and for continuing education programs. The skills and techniques addressed are: developing teaching materials to include learner assessment, creating learning objectives, designing student-focused teaching methods, assessing learning outcomes and evaluating the educational experience. This course will primarily focus on learning theories for the adult learner. The student will design a complete educational offering (teaching module).

*Education Core course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 541 – Prevention, Health Promotion and Wellness (3 QH)**

Explores health promotion for the individual and the community. This will be accomplished through implementing basic community health concepts of epidemiology, levels of prevention, and risk assessment within the context of health promotion activities. Students will analyze their own personal health promotion needs and selected needs within a chosen community. Based on the standards outlined in Healthy People 2020, students will develop health promotion activities for community health problems of their choice based on an assessment of need. Students will develop, track and analyze an individual health promotion plan for themselves.

*Nutrition Core course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 542 – Complementary Medicine and Dietary Supplements (3 QH)**

This course is an overview of complementary and alternative medicine (CAM) that includes alternative medical systems, holistic, integrative, mind-body interventions and biologically based therapies including a variety of herbs and dietary supplements such as botanicals, vitamins, minerals. The regulatory policies relating to safety of the therapies will be discussed. An evidence-based process will be used to analyze associated benefits and regulatory concerns.

*Elective course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 554 – Nutrition in Critical Care (3 QH)**

An in-depth review of the theory and application of the forms and components of specialized nutrition support in the treatment of various disease conditions.

*Nutrition, Health Promotion and Wellness Core course for students enroll in the Clinical Nutrition program or an elective for eligible students in the Nutrition Education Program offered during spring quarter.*

**Prerequisite:** HNUT 526, HNUT 585 and R.D. Credential or permission of instructor.

**HNUT 555 – Nutrition in the Lifecycle (3 QH)**

This course is an overview of the nutritional requirements and concerns specific to the different stages of the lifecycle. Scientific evidence relating to nutritional recommendations will be applied to prevention, health promotion and wellness activities.

*Nutrition Certificate course offered during winter quarter.*

**Prerequisite:** Enrollment in Nutrition Certificate for Healthcare Professionals program or permission of instructor.

**HNUT 576 – Nutrition in Human Physical Performance (3 QH)**

This course focuses on the role of nutrition in the physiological and metabolic responses of the body to a wide range of physical activity. Macronutrient, micronutrient and fluid needs associated with physical activity and the nutritional needs of special athletic populations will be addressed. Topics such as the role of physical activity in the prevention of disease and the promotion of health and wellness, the use of supplements in athletes, and exercise prescription for health conditions will also be discussed.

*Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 582 – Independent Study (3 QH)**

The independent study is an individualized learning experience designed to meet the specific educational needs of the student.

*Elective course offered all quarters.*

**Prerequisite:** Approval from department chair.

**HNUT 585 – Epidemiology and Biostatistics (3 QH)**

This is a graduate level, introductory course that covers the principles and methods of epidemiological investigation and biostatistics as they apply to disease prevention and health improvement. The course emphasizes practical application of statistics and explores the relationship between epidemiology and biostatistics.

*Research Core course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 596 – Portfolio Evaluation (3 QH)**

The Master of Science in Nutrition degree focuses on five competency areas: nutrition and health promotion knowledge, education, critical thinking and research evaluation, professional communication, and leadership. Achievement of specific learning objectives in these areas of competency will be demonstrated by the student through development of artifacts during the course of her/his degree program. These artifacts will be part of a required portfolio that will be evaluated by the student and a faculty committee. By the end of the course, students will have compiled a final collection of artifacts with analysis and reflections for each. Portfolio Evaluation is the final degree requirement and for all students in the Master of Science in Nutrition program. Students will enroll in this course after all other course requirements are completed. A modified portfolio will be prepared by students who did not prepare artifacts as part of the required course work.

*Capstone Core course offered all quarters.*

**Prerequisite:** Successful completion of all core and elective courses required for the MS in Nutrition Education or MS in Clinical Nutrition.

**HHCM 510 – Global Health (3 QH)**

The course is designed to introduce students to progress made in improving human health world-wide and understanding the challenges that remain. Students will focus on learning the principles and measures of health improvement, global health themes and diseases, the impact of disease on populations such as women and children, and how they can work as interprofessional team members to address these issues.

*Elective course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 511 – Healthcare Management in Non-Hospital Settings (3 QH)**

While the hospital is the centerpiece of the health care system, so much health care is delivered outside this setting. Students will be introduced to many healthcare services outside the traditional setting of the hospital and gain knowledge of the operations of such healthcare settings. The course will be divided into four parts: Traditional Care, Diagnosing, Acute-Care Treatment, and Chronic Care and within each area students will explore the basic operations of various health care settings such as outpatient clinics and surgical centers, pharmacies, outpatient laboratories, chiropractic centers, adult day care and hospice care.

*Elective course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 517 – Management Ethics (3 QH)**

The course will provide an overview of bioethics including a broad range of potential concerns in which the healthcare manager may become involved. This encompasses a familiarization with bioethics nomenclature, understanding the ethical decision-making process, and developing an appreciation for the ethical challenges of administrators and clinical practitioners. Legal and risk management issues surrounding ethical dilemmas in healthcare organizations will be examined in addition to the roles of institutional ethics committees and consultants.

*Elective course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 519 – Practice Management (3 QH)**

Practice Management offers the essential elements and support for a successful healthcare practice concentrating on facility management and organizational skills. Topics will include the organizational management landscape and management functions such as planning and decision-making, organizing, staffing, and budgeting. This course will also address practical concerns such as committees and teams and human resource management considerations such as training and development, retention and recruitment, and communication. This elective course establishes a foundation for growth and professional opportunity for the health management professional.

*Elective course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 522 – Healthcare Policy and Delivery Systems (4 QH)**

The historical evolution of health services provides a backdrop for the core focus of this course: the study of the healthcare system. The curriculum includes an analysis of the current changes in the healthcare environment and the problems affecting the delivery of healthcare in the United States that create a demand for government action. A study of the process of policy formation underscores the complexity and difficulty of government action. Economic and political approaches to health policy analysis will be introduced with a particular focus on contrasting competitive and regulatory approaches to the resolution of health policy problems.



*Elective course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 524 – Organizational Behavior and Human Resources (3 QH)**

This course in Organizational Behavior (OB), and Human Resources (HR), is designed to introduce students to organizational behavior theory, organizational communication and human resource management principles to effectively lead and manage an organization. The Organizational Behavior students will apply management and leadership techniques garnered from successful healthcare organizations to understand and practice management functions, including: understanding employee behavior and motivation, assessing performance, employing groups and teams, operationalizing communication, evaluating conflict, and making appropriate business decisions. The Human Resources functions of planning, recruiting, selecting, training, and appraising will be emphasized. Realistic case studies, collaborative discussions, practical research and peer reviews will be used to develop students' skills in organizational behavior and human resource management. Other topics will include rights and responsibilities of employers and employees, and future trends.

*Elective course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HPOP 540 – Essentials of Population Health (3 QH)**

This course is designed as an overview of the essentials of population health practices to address the prioritized healthcare needs of populations with a goal of making recommendations to improve access to care, improve quality of care and reduce cost of care.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

*Courses, course descriptions, and quarter offered are subject to change without prior notice.*

**MS IN NUTRITION EDUCATION AND MS IN CLINICAL NUTRITION PROGRAM COMPLETION**

Part-time schedule – Completion in two years enrolling in two classes each quarter

<b>Nutrition Education</b>	<b>Clinical Nutrition</b>
<b>Fall Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HNUT 504 Information and Health Literacy (3 QH) HNUT 532 Instructional Design for Health Education (3 QH)	HNUT 504 Information and Health Literacy (3 QH) HNUT 532 Instructional Design for Health Education (3 QH)
<b>Year 2</b>	<b>Year 2</b>
HNUT 526 Evaluating Research and Health Recommendations (4 QH) Elective (3 QH)*	HNUT 526 Evaluating Research and Health Recommendations (4 QH) Elective (3 QH)*
<b>Winter Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HNUT 541 Prevention, Health Promotion and Wellness (3 QH) HNUT 585 Epidemiology and Biostatistics (3 QH)	HNUT 541 Prevention, Health Promotion and Wellness (3 QH) HNUT 585 Epidemiology and Biostatistics (3 QH)
<b>Year 2</b>	<b>Year 2</b>
HNUT 505 Communication Strategies, Methods and Techniques (3 QH) Elective (3 QH)*	HNUT 505 Communication Strategies, Methods and Techniques (3 QH) Elective (3 QH)*
<b>Spring Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HNUT 511 Nutrition in Chronic Disease (4 QH) HNUT 513 Health and Wellness Coaching (3 QH)	HNUT 511 Nutrition in Chronic Disease (4 QH) HNUT 513 Health and Wellness Coaching (3 QH)
<b>Year 2</b>	<b>Year 2</b>
HNUT 506 Health Education Teaching Experience (1 QH) HNUT 512 Leadership (3 QH)	HNUT 506 Health Education Teaching Experience (1 QH) HNUT 512 Leadership (3 QH) HNUT 554 Nutrition in Critical Care (3 QH)
<b>Summer Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HNUT 525 Assessment and Evaluation in Education (3 QH) Elective (3 QH)*	Elective (3 QH)*
<b>Year 2</b>	<b>Year 2</b>
HNUT 596 Portfolio Evaluation (3 QH)**	HNUT 596 Portfolio Evaluation (3 QH)**

\*Two electives are required for degree completion.

\*\* The MS in Nutrition Education requires a portfolio with a nutrition education focus.  
The MS in Clinical Nutrition requires a portfolio with a clinical nutrition focus.

## **HEALTH PROMOTION AND WELLNESS PROGRAM**

### **OBJECTIVES AND COMPETENCIES**

Upon completion of the Master of Science in Health Promotion and Wellness degree program, graduates will be prepared to be leaders in prevention, health and wellness efforts for individuals, families and communities and will be able to:

- Apply knowledge of health promotion and wellness in a variety of settings
- Educate the individual, family and community on health issues
- Communicate effectively as a health professional
- Demonstrate leadership in an interprofessional health and wellness environment
- Demonstrate the ability to think critically and evaluate research to create wellness initiatives

#### **Program Competencies**

- Prevention, Health Promotion and Wellness Knowledge
- Education
- Applied Research Evaluation
- Communication
- Leadership

### **ADMISSION REQUIREMENTS**

The following are required for admission into the Master of Science in Health Promotion:

- Bachelor's degree from a regionally accredited college or university
- Cumulative minimum grade point average of 2.75 on a 4.0 point scale in the last two years of undergraduate study
- A minimum of two baccalaureate level courses in the life/physical sciences and one course in the social sciences recorded on the applicant's official transcript with a grade of "C" or better.
- Alternatives to these admission requirements may include relevant academic work or professional work experiences, with preference for candidates with coursework in the life/physical sciences.

### **ADMISSION REQUIREMENTS FOR ESSENTIAL IN HEALTH PROMOTION AND WELLNESS**

#### **CERTIFICATE**

The following are required for admission into the Essentials of Health Promotion and Wellness Certificate:

- Bachelor's degree from a regionally accredited college or university.
- Cumulative minimum grade point average of 2.75 on a 4.0 point scale in the last two years of study.

### **FOR STUDENTS CURRENTLY ENROLLED AT ROSALIND FRANKLIN UNIVERSITY:**

- Students must be in good standing.
- Students must complete an [online application](#): the College of Health Professions Application for Concurrent RFUMS enrollment and submit the following to CHP Admissions:
  - A personal essay indicating your reasons for pursuing the program.
  - A program Chairperson/academic advisor's letter of support, verifying your academic performance will not be jeopardized by the concurrent enrollment.

## **GRADUATE REQUIREMENTS**

### **MASTER OF SCIENCE HEALTH PROMOTION AND WELLNESS DEGREE**

- Successful completion of 45 quarter hours
- 16 quarter hours of Health Promotion and Wellness Core
- 9 quarter hours of Applied Research Core
- 6 quarter hours of Advanced Professional Skills Core
- 7 quarter hours of Health Administration Core
- 7 quarter hours of Independent Study and Portfolio
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all course requirements within 5 years from the date of enrollment
- Be in good standing with regard to financial commitment and professional integrity

### **ESSENTIALS OF HEALTH PROMOTION AND WELLNESS CERTIFICATE COMPLETION**

- Successful completion of four certificate courses
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all certificate requirements within 5 years from the date of enrollment

### **MS IN HEALTH PROMOTION AND WELLNESS COURSES**

#### **HEALTH PROMOTION AND WELLNESS CORE**

HNUT 508 Cultural Dimensions of Healthcare (3 QH)

HNUT 510 Modern Nutrition (3 QH)

HNUT 532 Instructional Design for Health Education (3 QH)

HNUT 541 Prevention, Health Promotion and Wellness (3 QH)

HHCM 530 Introduction to Public Health (4 QH)

#### **APPLIED RESEARCH CORE**

HNUT 504 Information and Health Literacy (3 QH)

HNUT 585 Epidemiology and Biostatistics (3 QH)

HHCM 521 Evidence Based Management (3 QH)

#### **ADVANCED PROFESSIONAL SKILLS CORE**

HNUT 505 Communication Strategies, Methods and Techniques (3 QH)

HNUT 512 Leadership (3 QH)

#### **HEALTH ADMINISTRATION CORE**

HHCM 517 Management Ethics (3 QH)

HHCM 522 Healthcare Policy and Delivery Systems (4 QH)

#### **FINAL EVALUATION**

HPHW 583 Independent Study in Health Promotion and Wellness (4 QH)

HPHW 596 Health Promotion and Wellness Portfolio Evaluation (3 QH)

## ESSENTIALS OF HEALTH PROMOTION & WELLNESS CERTIFICATE COURSES

Students will complete the following courses:

HNUT 532 Instructional Design for Health Education (3 QH)

HNUT 541 Prevention, Health Promotion and Wellness (3 QH)

HNUT 585 Epidemiology and Biostatistics (3 QH)

HPOP 540 Essentials of Population Health (3 QH)

These certificate courses with the exception of HPOP 540 Essentials of Population Health, are offered as part of our Master of Science in Health Promotion and Wellness program. Students may take the certificate courses in any order, however, HNUT 541 Prevention, Health Promotion and Wellness is suggested as the final course, as it utilizes knowledge and skills from the other three certificate courses. With approval from the course instructor, students with appropriate background and experience may obtain permission to waive this requirement.

### COURSE DESCRIPTIONS

#### HNUT 504 – Information and Health Literacy (3 QH)

This course introduces students to the skills and techniques needed to become an information literate individual. Students will have the opportunity to acquire and practice the following: identifying the topic of interest or developing a research question; acquiring knowledge through the efficient use of current technologies, such as online and electronic resources; establishing evaluation criteria for information resources; evaluating and integrating the acquired information to answer the original query/research question, while complying with copyright laws/guidelines; and effectively communicating this information, through an appropriate medium, to the target audience in an ethical and legal manner. In addition, students will explore the impact of health literacy on patient care and health outcomes and will acquire the skills needed to assist them in translating information about diseases and their treatments into a language that healthcare consumers can understand.

*Research Core course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

#### HNUT 505 – Communication Strategies, Methods and Techniques (3 QH)

This course targets strategies, methods and techniques to enhance the effectiveness of professional and client-centered communications. Translation of evidence-based science into layman's terms will be emphasized. Use of social media, media training, and how to promote oneself as a nutrition professional will be included.

*Advanced Professional Skills Core course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

#### HNUT 508 – Cultural Dimensions of Health (3 QH)

The Academy of Nutrition and Dietetics recommends that nutrition professionals be prepared to address the issues of culture and health disparities in their practice. This course will explore the various food, nutrition and health habits of different cultural and ethnic groups. It will cover the effect that culture and religion play in health and health disparities. The changing demographics of the U.S. population will be reviewed with a goal of meeting healthcare and nutritional needs for all.

*Health Promotion and Wellness Core course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

#### HNUT 510 – Modern Nutrition (3 QH)

This course provides an in-depth overview of human nutrition including the processes of digestion, absorption, transportation, and excretion of food and nutrients; the structure, function, metabolism, requirements, deficiencies, and toxicities of protein, carbohydrate, fat, vitamins,

minerals, trace minerals, and ultra-trace minerals; and the fundamental principles of energy metabolism and fluid, electrolyte, and acid-base balance.

*Health Promotion and Wellness Core course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 512 – Leadership (3 QH)**

This course offers the essential elements in developing leadership skills, strategic planning and team performance to support career development and professional leadership activity in health and wellness organizations. The essential elements will be explored within the dynamic evolving landscape of the US Healthcare delivery system.

*Advanced Professional Skills Core course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 532 – Instructional Design for Health Education (3 QH)**

Designed to provide the healthcare professional with educational skills and techniques for the classroom, the individual client and for continuing education programs. The skills and techniques addressed are: developing teaching materials to include learner assessment, creating learning objectives, designing student-focused teaching methods, assessing learning outcomes and evaluating the educational experience. This course will primarily focus on learning theories for the adult learner. The student will design a complete educational offering (teaching module).

*Health Promotion and Wellness Core and certificate course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 541 – Prevention, Health Promotion and Wellness (3 QH)**

Explores health promotion for the individual and the community. This will be accomplished through implementing basic community health concepts of epidemiology, levels of prevention, and risk assessment within the context of health promotion activities. Students will analyze their own personal health promotion needs and selected needs within a chosen community. Based on the standards outlined in Healthy People 2020, students will develop health promotion activities for community health problems of their choice based on an assessment of need. Students will develop, track and analyze an individual health promotion plan for themselves.

*Health Promotion and Wellness Core and certificate course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 585 – Epidemiology and Biostatistics (3 QH)**

This is a graduate level, introductory course that covers the principles and methods of epidemiological investigation and biostatistics as they apply to disease prevention and health improvement. The course emphasizes practical application of statistics and explores the relationship between epidemiology and biostatistics.

*Research Core and certificate course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HPHW 583 Independent Study in Health Promotion and Wellness (4 QH)**

Students will apply concepts and skills gained through their course work to the professional wellness environment in an approved, interprofessional leadership experience located within a business, institution or agency. The student is expected to complete a minimum of 120 hours within the setting, including the time needed for preliminary planning, implementing and reporting on the completed project. The final report of the completed project will be presented as part of the final Portfolio Evaluation.

*Final Evaluation course offered during spring quarter.*

**Prerequisite:** Completion of all core and elective course requirements for the MS in Prevention, Health Promotion and Wellness degree, approval of an independent study proposal completed

by the student, and completion of the TeamSTEPS credentialing process as a course component of HNUT 512.

**HPHW 596 Portfolio Evaluation for Health Promotion and Wellness (3 QH)**

The Master of Science in Health Promotion and Wellness degree focuses on five competency areas: application of prevention, health promotion and wellness knowledge, educating the individual, family and community on health issues, leadership in an interprofessional health and wellness environment, communicating effectively as a health professional, and demonstration of critical thinking and research evaluation. Achievement of specific learning objectives in these areas of competency will be demonstrated by the student through completion of course projects. These projects will become part of an e-portfolio that will be evaluated by the student and a faculty committee. The portfolio course is the final degree requirement and capstone experience for all students in the Master of Science in Health Promotion and Wellness program.

*Final Evaluation course offered during spring quarter.*

**Prerequisite:** Completion of all core course requirements for the MS in Health Promotion, and Wellness.

**HHCM 517 – Management Ethics (3 QH)**

The course will provide an overview of bioethics including a broad range of potential concerns in which the healthcare manager may become involved. This encompasses a familiarization with bioethics nomenclature, understanding the ethical decision-making process, and developing an appreciation for the ethical challenges of administrators and clinical practitioners. Legal and risk management issues surrounding ethical dilemmas in healthcare organizations will be examined in addition to the roles of institutional ethics committees and consultants.

*Health Promotion and Wellness Core course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 521 – Evidence Based Management (3 QH)**

This course provides an introduction to the utilization of best evidence in managing healthcare issues. The curriculum is intended to prepare the student to identify management problems and develop a related path of focused inquiry, evaluate reliable databases and searching strategies to find evidence, and base management decisions on the best evidence available.

*Health Promotion and Wellness Core course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 522 – Healthcare Policy and Delivery Systems (4 QH)**

The historical evolution of health services provides a backdrop for the core focus of this course: the study of the healthcare system. The curriculum includes an analysis of the current changes in the healthcare environment and the problems affecting the delivery of healthcare in the United States that create a demand for government action. A study of the process of policy formation underscores the complexity and difficulty of government action. Economic and political approaches to health policy analysis will be introduced with a particular focus on contrasting competitive and regulatory approaches to the resolution of health policy problems.

*Health Promotion and Wellness Core course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 530 – Introduction to Public Health (4 QH)**

This course provides an overview of the history, scope, and processes of public health since its beginning in the United States. Readings and course projects introduce the connection between public health and population health outcomes. Using conceptual foundations and applied solutions students will use *course readings and analyze case studies* designed to improve their knowledge of the impact of the role of public health.

*Health Promotion and Wellness Core course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HPOP 540 – Essentials of Population Health (3 QH)**

This course is designed as an overview of the essentials of population health practices to address the prioritized healthcare needs of populations with a goal of making recommendations to improve access to care, improve quality of care and reduce cost of care.

*Elective and certificate course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

*Courses, course descriptions, and quarter offered are subject to change without prior notice.*



**MS IN HEALTH PROMOTION AND WELLNESS PROGRAM COMPLETION**

Part-time schedule – Completion in two years enrolling in two classes each quarter

<b>Fall Quarter</b>
<b>Year 1</b>
HNUT 504 Information and Health Literacy (3 QH) HNUT 510 Modern Nutrition (3 QH)
<b>Winter Quarter</b>
<b>Year 1</b>
HNUT 585 Epidemiology and Biostatistics (3 QH) HHCM 517 Management Ethics (3 QH)
<b>Spring Quarter</b>
<b>Year 1</b>
HNUT 512 Leadership (3 QH) HHCM 522 Healthcare Policy and Delivery Systems (4 QH)
<b>Summer Quarter</b>
<b>Year 1</b>
HNUT 508 Cultural Dimensions of Healthcare (3 QH) HHCM 521 Evidence Based Management (3 QH)
<b>Fall Quarter</b>
<b>Year 2</b>
HNUT 532 Instructional Design for Health Education (3 QH) HHCM 530 Introduction to Public Health (4 QH)
<b>Winter Quarter</b>
<b>Year 2</b>
HNUT 505 Communication Strategies, Methods and Techniques (3 QH) HNUT 541 Preventions, Health Promotion and Wellness (3 QH)
<b>Spring Quarter</b>
<b>Year 2</b>
HPHW 583 Independent Study in Health Promotion and Wellness (4 QH) HPHW 596 Portfolio Evaluation in Health Promotion and Wellness (3 QH)

\*The MS in Health Promotion and Wellness requires a portfolio with a health promotion and wellness focus.

## **TRANSITION DOCTOR OF PHYSICAL THERAPY PROGRAM (TDPT)**

### **GENERAL INFORMATION**

Recently, rapid and pervasive changes have occurred in the healthcare environment with the expectation of more changes in the future. Physical therapists must possess the knowledge, skills and attitudes for effective, quality patient care in our highly competitive environment where diagnosis, evidence-based practice, cost constraint and increased productivity are all considered essentials. Recognizing recent healthcare changes, the American Physical Therapy Association (APTA) developed the APTA 2020 Vision Statement encouraging physical therapists to meet the challenges of current and future healthcare practice as independent doctoral trained practitioners.

As a university and Department committed to the mission of educating healthcare practitioners to their highest level, the Department of Physical Therapy has developed a transition doctorate in physical therapy to assist practicing physical therapists to augment their previously acquired knowledge with coursework focused toward future practice trends.

*THE TRANSITION DOCTOR OF PHYSICAL THERAPY (MINIMUM OF 42 QH)* program is designed for the self-motivated, physical therapist, licensed in the United States, desiring to maximize their learning time in a non-traditional environment. The program is intended to augment knowledge, skills and behaviors from the clinician's professional education, to promote state of the art practice, to refine professional leadership skills, and to advance scientific inquiry skills commensurate with contemporary and future practice trends. The program is offered as a hybrid online program. Attendance at one weekend on campus session is required in conjunction with HPPT 722: Advanced Clinical Practice.

### **TRANSITION DOCTOR IN PHYSICAL THERAPY STUDENT OUTCOMES**

Graduates of the program will be able to:

- Recognize and respond to economic and market trends in the delivery of physical therapy services to diverse populations
- Negotiate and advocate for physical therapy services within health delivery systems (e.g., reimbursement, legal and ethical issues, regulatory standards, outcomes, and resources), throughout the continuum of care
- Contribute to processes that generate evidence and consensus about the efficacy and effectiveness of physical therapy practice
- Practice as a first-contact practitioner in the delivery of care throughout the life span
- Be an influential leader in shaping policy related to healthcare systems and organizations
- Integrate the cultural and socioeconomic and biopsychosocial factors that impact the management and delivery of physical therapy services
- Serve the public as the primary resource, educator, and consultant regarding physical therapy-related health, prevention, and wellness information
- Serve as a professional role model, educator and mentor for healthcare providers, students and others
- Progress along the continuum of practice toward becoming a master clinician
- Contribute to the body of knowledge of physical therapy practice by participating in the ongoing development of classification systems, examination procedures, screening tools, and evidence-based practice interventions
- Collect and analyze data on management systems to enhance outcomes of Physical Therapy services

- Provide leadership in the healthcare delivery system for ethical, professional and legal physical therapist practice
- Refer and collaborate in an interprofessional manner with other medical practitioners

### **APPLICATION INFORMATION**

The transition Doctor in Physical Therapy Program uses a “rolling admissions” process where applications are reviewed, decisions are made, and students are enrolled every quarter. For maximum consideration, applicants should submit all application materials prior to the deadline of the start of the quarter they wish to enter. To initiate the application process, materials should be submitted through the Rosalind Franklin University Centralized Application Service (RFUCAS).

### **ADMISSION PROCEDURES AND REQUIREMENTS**

The following are required for admission into the transition Doctor in Physical Therapy program:

- Master of Science in Physical Therapy, Bachelor of Science in Physical Therapy or a Bachelor of Science and a Certificate in Physical Therapy from an APTA accredited physical therapy program.
- Applicants from institutions outside the United States must have had their international credentials evaluated to meet above requirement. Transcripts may be waived in certain situation by the program director.
- Admission to the program is competitive. Class members are selected on the basis of academic records, application, and letters of recommendation.
- Computer literacy is required. Computer software requirements and specifications will be provided upon acceptance.

### **TRANSFER CREDIT**

Students requesting transfer credit must submit their request in writing to the Program Director. The Admissions committee for the transition Doctor in Physical Therapy program evaluates the appropriateness of the course transfer. Students can also petition to receive advanced standing credit for the successful completion of clinical specialization, certifications, continuing education courses, presentations, publications, management experience, teaching, serving as a clinical instructor and related professional experience.

### **GRADUATE REQUIREMENTS FOR THE TRANSITION DOCTOR IN PHYSICAL THERAPY DEGREE:**

- Successful completion of a minimum of 42 quarter hours
- Comprehensive Project (Independent Study or Practicum)
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all course requirements within 5 years from the date of enrollment
- Recommendation to the Board of Trustees by the faculty of the department via the Dean of the College of Health Professions, via the President of the university
- Be in good standing with regard to financial commitment and professional integrity

### **TRANSITION DOCTOR OF PHYSICAL THERAPY COURSES**

#### **CORE COURSES**

HPPT 506 Evidence Based Practice (3 QH)

HPPT 720 Physical Therapy Examination: Screening for Disease (3 QH)

HPPT 722 Advanced Clinical Practice (3 QH)

HPPT 730 Pharmacology (3 QH)

HPPT 732 Anatomical Imaging (3 QH)  
 HPPT 870 Independent Study (3 QH)  
 HPPT 880 Practicum (6 QH)  
 HHCM 522 Healthcare Policy and Delivery Systems (4 QH)

**ELECTIVE COURSES**

HPTH 501 Practical Statistics (3 QH)  
 HHCM 510 Global Health (3 QH)  
 HHCM 511 Healthcare Management in Non–Hospital Settings (3 QH)  
 HHCM 518 Insurance Dimensions (3 QH)  
 HHCM 519 Practice Management (3 QH)  
 HHCM 520 Cultural Diversity and the Management of Healthcare Services (3 QH)  
 HHCM 523 Current Topics in Healthcare Administration and Management (3 QH)  
 HHCM 560 Healthcare Literacy (3 QH)  
 HNUT 508 Cultural Dimensions of Healthcare (3 QH)  
 HNUT 542 Complementary Medicine and Dietary Supplements (3 QH)  
 HNUT 576 Nutrition in Human Physical Performance (3 QH)

**TRANSITION DOCTOR OF PHYSICAL THERAPY COURSE DESCRIPTIONS**

**HPPT 506 Evidence Based Practice (3 QH)**

An introduction to the utilization of best evidence in the practice of Physical Therapy. After covering the development of clinical questions, the course moves into how to identify databases and use searching strategies to find evidence. Finally, it covers the application of the evidence in the clinical practices setting.

*Core course offered during fall quarter.*

**Prerequisite:** Enrollment in program.

**HPPT 720 Physical Therapy Examination: Screening for Disease (3 QH)**

This course introduces the students to screening patients for medical disease. The students will learn screening methods for identifying possible general health and/or system dysfunctions. Students will interpret and evaluate information gathered and decide whether physical therapy intervention is appropriate and/or the need for further referral.

*Core course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HPPT 722 Advanced Clinical Practice (3 QH)**

This course is a required experience in the curriculum. It deals with best practices as identified in the Guide to Physical Therapy Practice. Specific sections include physical therapy practice and management of patients with impairments in the Cardiovascular and Pulmonary, Neurological, Musculoskeletal and Integumentary System. In addition, cutting edge Wound Care and Lymphedema interventions are presented. The culmination of the course is an on-campus weekend in which students present their Independent Studies and Practicum. Emphasis is on the integration of research and evidence in the area of study. The Core Faculty present seminar sessions, go to the Anatomy Lab and facilitate hands on practice in the lab setting geared towards each class.

*Core course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HPPT 730 Pharmacology for Physical Therapists (3 QH)**

This on-line course utilizes multiple formats to enable the student to gain an understanding of the general principles of pharmacokinetics and pharmacodynamics. The student will be able to identify medications related to specific diagnoses and drug categories common to physical therapy. The student will develop skills to screen patient medications upon initial visit. PowerPoint, text and journal readings, case studies and assignments, and discussion boards will be used.

*Core course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HPPT 732 Anatomical Imaging (3 QH)**

This course covers basic principles and interpretation of imaging modalities as they apply to the field of physical therapy. The emphasis is on plain film radiography and how you can benefit as a physical therapist from an increased understanding of these images. Other types of imaging such as Magnetic Resonance Imaging (MRIs) and Computed Tomography will also be introduced, but the scope of this course will be directed towards plain film radiography.

*Core course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HPPT 870 Independent Study (3 QH)**

An individualized independent learning experience with faculty support which may include, but not be limited to the following:

1. Summary of the literature on a special topic
2. Specialized study of clinical techniques in an area of special emphasis
3. Special objectives and treatment of a particular patient group

*Core course offered all quarters.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HPPT 880 Practicum (6 QH)**

The Practicum experience combines an Independent Study topic with a project which may be clinical research, administrative or education in nature. This is done with faculty support and/or a supervisor in the area of expertise needed for the practicum. It must be approved by the Program Director.

*Core course offered all quarters.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HPTH 501 Practical Statistics (3 QH)**

Practical Statistics is an introduction graduate course covering basic principles of biometry and applied statistical methods utilizing current computer software

*Elective course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 510 – Global Health (3 QH)**

The course is designed to introduce students to progress made in improving human health world-wide and understanding the challenges that remain. Students will focus on learning the principles and measures of health improvement, global health themes and diseases, the impact of disease on populations such as women and children, and how they can work as interprofessional team members to address these issues.

*Elective course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 511 – Healthcare Management in Non–Hospital Settings (3 QH)**

While the hospital is the centerpiece of the health care system, so much health care is delivered outside this setting. Students will be introduced to many healthcare services outside the traditional setting of the hospital and gain knowledge of the operations of such healthcare settings. The course will be divided into four parts: Traditional Care, Diagnosing, Acute-Care Treatment, and Chronic Care and within each area students will explore the basic operations of various health care settings such as outpatient clinics and surgical centers, pharmacies, outpatient laboratories, chiropractic centers, adult day care and hospice care.

*Elective course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 518 – Insurance Dimensions (3 QH)**

This course is intended to provide the student with an understanding of the principles of insurance related to healthcare organizations. The curriculum focuses on insurance in the healthcare setting, risk financing considerations, and insurance policy analysis. The impact of recent national and world events, changing economic, and policies as they relate to the healthcare insurance industry will also be explored.

*Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 519 – Practice Management (3 QH)**

Practice Management offers the essential elements and support for a successful healthcare practice concentrating on facility management and organizational skills. Topics will include the organizational management landscape and management functions such as planning and decision-making, organizing, staffing, and budgeting. This course will also address practical concerns such as committees and teams and human resource management considerations such as training and development, retention and recruitment, and communication. This elective course establishes a foundation for growth and professional opportunity for the health management professional.

*Elective course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 520 – Cultural Diversity and the Management of Healthcare (3 QH)**

This course introduces the student to the importance of providing culturally appropriate health care for the diverse ethnic populations encountered in the U.S. healthcare system. The significance of family traditions, cultural heritage, and health and healing traditions on the patient’s interaction with the healthcare delivery system and providers will be explored. Students will develop interventions that providers and managers of healthcare can use to diminish the conflict that patients may experience between their traditions related to cultural heritage and the American healthcare system.

*Elective course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 522 – Healthcare Policy and Delivery Systems (4 QH)**

The historical evolution of health services provides a backdrop for the core focus of this course: the study of the healthcare system. The curriculum includes an analysis of the current changes in the healthcare environment and the problems affecting the delivery of healthcare in the United States that create a demand for government action. A study of the process of policy formation underscores the complexity and difficulty of government action. Economic and political approaches to health policy analysis will be introduced with a particular focus on contrasting competitive and regulatory approaches to the resolution of health policy problems.

*Core course offered during winter and spring quarters.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 523 – Current Topics in Healthcare Administration and Management (3 QH)**

Health care administrators and managers must be knowledgeable about current topics that face their profession. Using critical inquiry and research skills, students will explore current topics and controversies in the field of healthcare administration and management. The ability to analyze, research and apply the findings to contemporary issues will be stressed.

*Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 560 – Health Literacy (3 QH)**

Health Literacy has become a public health priority. Many factors impact communication with patients and their families. This course explores how age, culture, language proficiency and socioeconomic conditions significantly impact patient-provider communication. Readings and course project introduce the connection between effective communication and health outcomes. Using conceptual foundations and applied solutions students will use course readings and team discussions to prepare to conduct field research and analyze case studies designed to improve the ability to communicate with patients and overcome barriers related to patient compliance with treatment plans and appropriate use of healthcare resources. Traditional, social and electronic media will be addressed.

*Elective course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 508 – Cultural Dimensions of Health (3 QH)**

The Academy of Nutrition and Dietetics recommends that nutrition professionals be prepared to address the issues of culture and health disparities in their practice. This course will explore the various food, nutrition and health habits of different cultural and ethnic groups. It will cover the effect that culture and religion play in health and health disparities. The changing demographics of the U.S. population will be reviewed with a goal of meeting healthcare and nutritional needs for all.

*Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 542 – Complementary Medicine and Dietary Supplements (3 QH)**

This course is an overview of complementary and alternative medicine (CAM) that includes alternative medical systems, holistic, integrative, mind-body interventions and biologically based therapies including a variety of herbs and dietary supplements such as botanicals, vitamins, minerals. The regulatory policies relating to safety of the therapies will be discussed. An evidence-based process will be used to analyze associated benefits and regulatory concerns.

*Elective course offered spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 576 – Nutrition in Human Physical Performance (3 QH)**

This course focuses on the role of nutrition in the physiological and metabolic responses of the body to a wide range of physical activity. Macronutrient, micronutrient and fluid needs associated with physical activity and the nutritional needs of special athletic populations will be addressed. Topics such as the role of physical activity in the prevention of disease and the promotion of health and wellness, the use of supplements in athletes, and exercise prescription for health conditions will also be discussed.

*Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

*Courses, course descriptions, and quarter offered are subject to change without prior notice.*

**PROGRAM COMPLETION**

Part-time schedule – Completion in two years enrolling in two classes each quarter

<b>Year 1</b>	
<b>Fall</b>	HPPT 506 Evidence Based Practice (3 QH)
<b>Winter</b>	HHCM 522 Healthcare Policy and Delivery Systems (4 QH) Elective (3 QH)
<b>Spring</b>	HPPT 720 PT Examination: Screening for Disease (3 QH) Elective (3 QH)
<b>Summer</b>	HPPT 730 Pharmacology (3 QH) Elective (3 QH)
<b>Year 2</b>	
<b>Fall</b>	Elective (3 QH)
<b>Winter</b>	HPPT 732 Anatomical Imaging (3 QH) Elective (3 QH)
<b>Spring</b>	HPPT 880 Practicum (3 QH) Elective (3 QH)
<b>Summer</b>	HPPT 722 Advanced Clinical Practice (3 QH) HPPT 870 Independent Study (3 QH) or HPPT 880 Practicum (3 QH)